

15 TOP EDUCATION
TRENDS IN 2016

21 10 WAYS TO MIX TECH
INTO LESSON PLANS

36 NEW REPORT ON
TEACHER EMPLOYMENT

MARCH 2016

professionally speaking

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS

*no limit to
Learning*

Six OCTs step outside of the regular classroom
to teach in specialized settings. Read their stories
about working in Section 23 and 68 programs. p. 30

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UPFRONT

- 7 **AT THE COLLEGE**
- 9 **FROM THE CHAIR**
- 11 **REGISTRAR'S REPORT**
- 13 **LETTERS TO THE EDITOR**
- 15 **CONNECTIONS**
In Your Profession; In Your Classroom;
Tools of the Trade — 10 ways to mix tech
into your lesson plans.

DEPARTMENTS

- 22 **GREAT TEACHING**
Tracey Tinley, OCT, applies authentic learning
to help students find their greatness.
- 26 **REMARKABLE TEACHER**
Twitter Canada's Kirstine Stewart honours the
unconventional high school teacher who helped
her get a handle on her personal brand.
- 60 **FINAL EXAM**
The former host of CBC's *the fifth estate* shares
the benefits that books, bullies and a nun had
on his youth.

RESOURCES

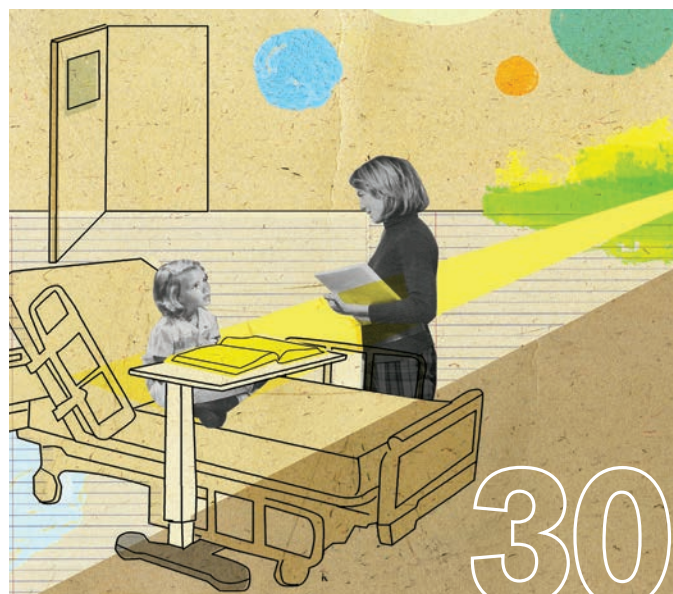
- 40 **REVIEWS**
*Elephant Man/Struggling Readers/Finding Winnie/
The Doldrums/The Gospel Truth/The Marvels/
In Defense of Read-Aloud*
- 45 **TECH CLASS**
Brian Aspinall, OCT, uses QR codes to link
Grade 7 and 8 math lessons to online examples.

GOVERNING OURSELVES

- 47 Scholarship Winners/Membership Fees/Council
Meetings/College News/New Council Member/
Investigation Committee Case Study/Hearings

FEATURES

- 30 **NO LIMIT TO LEARNING**
Section 23 and Section 68 OCTs teach children and
youth with a range of physical, cognitive or mental
health issues. Six of them share their stories.
- 36 **CHANGING JOB MARKET
HOLDS PROMISE FOR OCTs**
The College's 2015 report on teacher employment.



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Circulation

Kerry Walford

Art Direction, Design and Production

Studio 141 Inc: Dave Curcio (President and Creative Director);
Hannah Browne (Graphic Designer)

Cover

Katy Lemay/Anna Goodson Illustration Agency



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INFORMING THE PUBLIC

College staff greet parents at the Ottawa-Carleton DSB parent conference in January. The College was there to inform the public about the role it plays in protecting the public interest.



FUTURE TEACHERS

College staff (centre) visited Wilfrid Laurier University at the beginning of the year to answer questions about certification, teacher professionalism and how future members can shape their career paths.



BOSTON DELEGATION

In January, the College welcomed EF Education First staff from Boston. EF is an international education organization that specializes in language training, educational travel, academic degree programs and cultural exchange. They were here to learn about the College's role in Ontario's public education system.

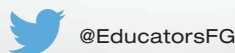
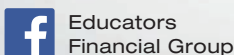
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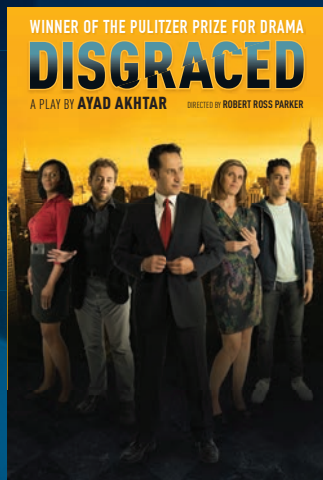
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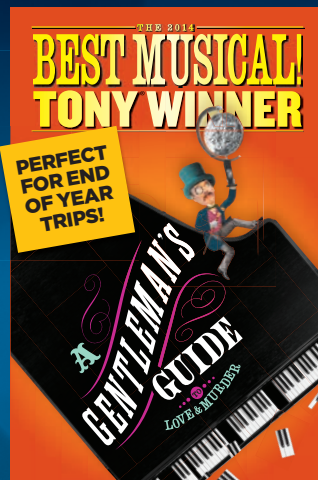
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- Agatha Marinakis, TDSB Teacher

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THE TEACHING PROFESSIONAL

Ontario Certified Teachers are viewed as professionals 24 hours a day. The Chair explores the notion of teacher as a professional and how the College supports it.

BY ANGELA DE PALMA, OCT

Several years ago, I had parked my car in the lot of a small shopping area and was heading into an evening yoga class when a call of, “Excuse me, miss,” drew my attention. I turned my head to see two boys who looked to be in their early to mid-adolescence. As I paused, one of the teens asked me quite politely if I could purchase a package of cigarettes on their behalf. They had the money, but needed an adult to make the transaction since they were not of age (the second part of the message was not verbalized but seemed clearly implicit). A variety store was one of several businesses dotting the mall’s facade a few paces away.

The request resonated with me then and continues to now because my response was driven, in large part, by my identity as a teacher — a professional — 24/7. Although I had left the school environment for an after-hours activity, I instinctually remained connected to my teacher role. Without hesitation I replied, “Sorry, I can’t. I’m a teacher.” Those last three words were all the rationale I needed and would have varied little had I been employed as a consultant or a principal, or worked in a different school system or setting.

I tell this story because it speaks to the notion of the teacher as a professional. When the College delivers presentations to faculties of education, this theme often emerges in our discussions with prospective teachers. Their questions to us reflect the responsibilities attached to being an Ontario Certified Teacher (OCT) across the spectrum of teaching roles. “Is it all right to use social media as a teaching tool?” “What should I think about if I’m considering teaching overseas?” “What do I want my students to remember about me years after I’ve taught them?” Such questions shine a spotlight on how teachers are viewed as professionals virtually all hours of the day. Before, during and after the workday. At the gym, within the school walls, while dining at a restaurant.

As the regulatory body for the teaching profession, the College reinforces this strong connection between teacher and professional. The concept of professionalism, in fact, permeates many of our resources. Professional knowledge, practice and ongoing learning, for example, form the College’s *Standards of Practice for the Teaching Profession*. The ethical standards of



“As the regulatory body for the teaching profession, the College reinforces this strong connection between teacher and professional. The concept of professionalism, in fact, permeates many of our resources.”

trust, care, integrity and respect characterize the relationships, commitments and responsibilities our members have as professionals. The College’s professional advisories provide advice to teachers, while a professional learning framework supports the wide range of professional learning teachers engage in throughout their careers.


On both occasions when I taught overseas, those conducting placement interviews were keen to know if I was an Ontario Certified Teacher. This was not a coincidence. With the professional designation OCT attached to my name — which serves as a mark of professionalism — nothing is left to chance. **PS**

Angela De Palma

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HONOURING OUR COMMITMENT TO STUDENTS

How we commit as teachers to respecting students and facilitating their learning helps to determine the commitment they make to themselves, their goals and to taking their place in civil society.

BY MICHAEL SALVATORI, OCT

One of the many enduring lessons I learned from my father is that once a commitment is made it needs to be honoured.

I can recall a gentle conversation he had with me sitting on the grass in the backyard when I wanted to quit my Boy Scout group. He explained to me that when I registered for one of the highly coveted spaces in our local troop, I made a pact with the leaders, with the other scouts and with myself. Sticking to my commitment, at least for the year, would show respect, discipline and character.

I stayed with it for several years and several Boy Scout badges, which I still have. I keep them in my desk drawer as a reminder of the lesson and the importance I place on commitment.

One of our College standards of practice underscores the value and the strength of commitment. As members of the profession, we are dedicated to helping students learn and to become contributing citizens to our civil society.

The responsibility is big, but so are the benefits.

Treating students with respect, taking into account individual differences, and acting with fairness comes naturally to us as teachers. These inherent inclinations are the cornerstones of our commitment to students, their learning and their potential.

One of my colleagues recently worked with a group of students and asked them to reflect on their abilities and to describe what they wanted to be or do when they grow up. Their responses speak to the moments of great promise that lie ahead for these young people:

- “I want to be someone who impacts someone’s life.”
- “I want to be thankful, inspiring, respectful and motivating.”
- “I want to help encourage others and make them believe in themselves so they can accomplish anything.”



“Treating students with respect, taking into account individual differences, and acting with fairness comes naturally to us.”

- “I want to be someone who is not afraid of doing good.”
- “I want to be myself — everyone deserves to be themselves.”
- “I want to be a person who can show the world that there needs to be changes.”
- “I want to be able to look back on what I achieved and be proud of the things I did to help others.”
- “I would like to be someone who is very confident because I am shy ... I want that voice to say ‘I’m here.’”

I find these statements inspiring and moving. As I reread them, I think about the impact that teachers have on the way students view themselves, on their potential and on their future goals.

Commitment to students and their learning goes beyond the classroom and even the school. It extends to how students see their role in society and the world, the space they occupy now, and the great spaces that await them in the future. **PS**

m. salvatori



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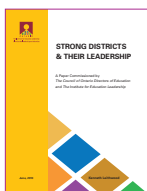
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The Power of Podcasts

I was interested to read your Tools of the Trade article, "Project Podcast," in the December issue. There were some great ideas in the article for using technology in the classroom.

I thought your readership might be interested to learn about a teacher in Toronto, Sebastian Major, OCT, who is producing a free podcast called Our Fake History (oct-oeeo.ca/1nuowcU). The premise is to explore some of the myths of history that we sometimes believe to be true, and to discover what kernel of truth may or may not be at the heart of such stories.

—**Margaret Major**, OCT, is currently teaching Grade 2/3 at Cameron Street Public School in Collingwood.

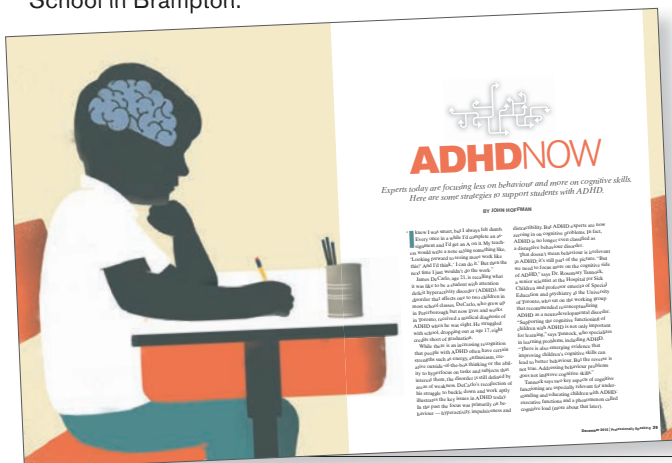


ADHD Strategies

What a great article about ADHD by John Hoffman in the December issue. The strategies mentioned in "ADHD Now" are practical, tangible and real. These can be used not only for ADHD students, but also for other students in your classroom.

Regardless of whether you're a new or experienced teacher, a resource person or an administrator, the approaches outlined in this article are very helpful and written in user-friendly language. The real-school-life examples make this article very authentic. Thank you for sharing.

—**Gurmeet Gill**, OCT, is a vice-principal at Burnt Elm Public School in Brampton.



Making a Difference

Like the teachers featured in John Hoffman's article "Shifting Gears" in the December issue, I, too, became a teacher later in life. I started my career as a professional engineer, where I worked in power generation for five years. Then I pursued an MBA from the University of Chicago and became a commodity trader on Wall Street and Bay Street.

After 13 years of high finance, I wanted to pursue a career where I felt I could make a difference and share my experiences. Teaching was the calling and so I obtained a bachelor of education from OISE at age 42. After teaching for two years with the Toronto District School Board, I now work full-time in the independent school system.

—**John Zufferli**, OCT, is a math, business and economics teacher at The Bishop Strachan School in Toronto.



Second Calling

I started teaching at 35 years old. By the time I retire, I will have worked as a newspaper reporter for 20 years and an elementary school teacher for 20 years. I was fortunate to work at both disciplines together for 10 years.

Both my chosen professions have many similarities, and I feel my success as a teacher can be largely attributed to the skills I first learned as a journalist. Like the teachers interviewed in your article "Shifting Gears," I believe my prior work history has helped my students as I can share several life experiences that I wouldn't have otherwise had.

—**Stephanie Dancey**, OCT, teaches core French to Grades 3 to 8 and integrated literacy to kindergarten students at St. Joseph Catholic Elementary School in Douro, Ont.

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Pop Quiz

with Barbara Coloroso

BY LAURA BICKLE

How would a deeply caring person handle it? That question is at the core of Barbara Coloroso's approach to discipline and ethics. A former teacher and author of several books, including *Kids are worth it!*, *The Bully*, *The Bullied*, and *The Bystander* and *Just Because It's Not Wrong Doesn't Make It Right*, Coloroso is trained in sociology, Special Education, theology and philosophy. She has helped numerous school boards develop consistent and respectful discipline plans and has spoken at conferences around the world over her four-decade career. She has also taught a multi-day institute for teachers in Toronto for the past 30 years. Here Coloroso shares how to apply her philosophy in the classroom.

Q Where do schools struggle with their discipline policies?

In understanding the difference between punishment and discipline. Punishment is something we do *to* students and it causes more conflict. It only appears to be effective in the moment. Discipline is something we do *with* students: its goal is a resourceful, compassionate, resilient human being (the student) who takes full responsibility for their behaviour.

Q What's your approach to dealing with misbehaviour in schools?

There are three levels of misbehaviour: mistakes, mischief and mayhem — and each need to be dealt with differently. A mistake is walking down the hall with an open marker and unintentionally writing on the wall. Mischief is drawing a tick-tack-toe game on the wall. Mayhem (which includes bullying and intent to do harm) is writing something inappropriate and/or cruel about a classmate.

Students need to own it, fix it, learn from it and move on. When the mistake, mischief or mayhem creates serious harm — restitution, resolution and reconciliation need to be folded into the process. Students need to

be involved in rectifying the situation. It gives them agency and shows them that what they do matters.

Q How do teachers generally react to this approach?

Teachers say it's so much easier when they have the framework — *If students misbehave, this is what we do*. The challenge is understanding the difference between the three levels, and then acting accordingly while involving the student in the process.

Q How can educators encourage good behaviour?

They need to stroke the deed not the child by showing students the impact of their good behaviour. For instance, *Thank you for inviting William to the table. I can see how happy it made him to feel included*. There are three things that we need to give to our learners: encouragement, feedback and deep caring — all of which teach them to care deeply about others. They don't have to like everyone in the class but they do have to care about them and honour them. And teachers need to walk the talk — if you *say* it, *do* it.

PHOTO: LORELLA ZANETTI



SAFETY FIRST

Protecting students in Ontario schools.
BY STEVE BREARTON

FIRST AID



91%

OCTs who have cared for students with a serious injury, such as broken bones or a concussion.



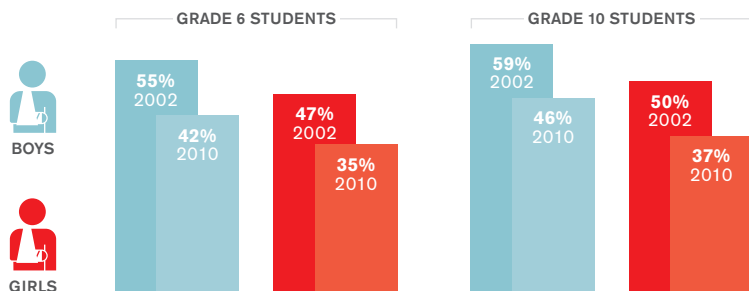
86%

OCTs who have refused to start a proposed activity because it posed a risk to student safety.

Source: Ontario College of Teachers, Annual Survey of College Members, 2012

INJURY CLAIMS

Students reporting injuries requiring treatment by a doctor or nurse:



Source: Health Behaviour in School-aged Children, 2014, Public Health Agency of Canada

ACCIDENT PREVENTION

Items or activities banned, at one point or another, from some Canadian schools for safety reasons:

1. footballs
2. soccer balls
3. hockey mini-sticks
4. baseballs
5. skateboards
6. lanyards
7. tag
8. high jump
9. throwing snowballs



Source: Canadian News Outlet, 2013-15

SAFE SPACE



Source: Ontario Ministry of Education, 2012



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After spending thousands of hours over the last 31 years marking essays — only to have students flip to the rubric, look at their marks and put the paper away — I decided to make a change. Now, when I distribute evaluated essays, it becomes a lesson in itself. I circulate them without the rubric and ask students to highlight all reoccurring errors. With a partner, they then discuss their corrections and how to avoid similar mistakes. Finally, I hand out the scoring guide, so they can self-assess. Amazingly, they usually come within four percentage points of the mark I assigned them.

— *Cidalia Dicostanzo, OCT*
Toronto Catholic District School Board

→ Have a classroom idea to share?

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BULLY BUSTERS



BY STEFAN DUBOWSKI

Want students to report bullying behaviour and help you stop it? Have a look at a new program with that very idea built into its name. STOPit (stopitcyberbully.com) is software designed to empower children to be “upstanders” (not bystanders) — individuals who speak up when they see others being harassed.

Developed in the United States and available in Canada since April 2015, STOPit includes a mobile phone app — available in French and English for both Android and iOS devices. Students can use the app to send anonymous text messages, screenshots and video to school administrators to report on- and off-line bullying. Customize the mobile software

to let students contact a particular crisis centre — as chosen by school officials — for additional support if needed.

For school administrators, STOPit includes a web-based incident-reporting system to track student reports and receive alerts about offenders and targets, for a complete picture of bullying activity. It also offers inspirational posters and boards on which students and teachers can display their own thoughts about kindness, compassion and other aspects of a respectful society. The company runs “cybersafe rallies” as well to help spread the message that bullying isn’t OK.

With the many social media networks available to students these days — think

Facebook, Instagram, Snapchat, Yik Yak and others — it’s easy for bullies to zero in on victims and hound them in cyberspace. According to a survey from digital and media literacy group MediaSmarts, 23 per cent of Grade 4 to 11 students have said or done something mean or cruel to someone online, and 37 per cent have been the target of mean or cruel web behaviour.

STOPit is one way to help students understand that bullying is unacceptable — and that they can do something about it. The program costs \$1 to \$3 per student per year, payable by the school or board. Once an institution has its STOPit subscription, students can download and use the mobile app free of charge.

APPS ANALYSIS

By Stefan Dubowski



Geomaster Plus

Quick: where's Zagreb?
How about Bari or Lodz?

If you answered Croatia, Italy and Poland (respectively), you're not only correct but you're going to enjoy flexing your cartographic muscles with Geomaster Plus. The app, for ages nine and up, points the way to games that reinforce geographic awareness at all levels. Try your hand at navigating the maps, then situate states and countries, capital cities, cultural hubs and even provinces! Work fast to score as many points as possible. Aim for accuracy, because you'll lose marks for being too far afield. This app is ideal for children and adults who want to keep their mental compasses in fine way-finding form.

DEVICE: Apple; Android

SOURCE: iTunes (\$2.29); Google Play (\$1.59)

RATING: 4+; Unrated

EDULULU RATING: 5/5



Toca Cars

Start your engines! Drive zippy go-carts across a loopy landscape in Toca Cars, an app designed for three- to nine-year-olds to explore creativity in a safe — if dizzying — space. Roll through ice cream puddles, jump off ramps and into lakes. Build houses, traffic lights and mailboxes. Then, players can run them over and press the Restore button to start fresh. Everything in the game is made to look like cardboard — a virtual reminder for everyone to recycle project materials. No road rules, no stress and no in-app purchases mean no limits, making this app a perfect virtual sandbox for the young and creative.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (\$3.49)

RATING: 4+; Everyone

EDULULU RATING: 4.5/5



AB Math Lite

Fast-paced number games are perfect for boosting your five- to 10-year-olds' math skills. Players can choose from a range of activities. With Bubbles, children get to pop number bubbles in order of lowest to highest. For an extra challenge, try it with multiplication problems thrown into the mix or switch things up with Roman numerals. Users can race the clock or turn it off to play at their own pace. Download the full version, AB Math (\$2.29 on iTunes, \$2.02 on Google Play), to access the complete suite of operations (not only addition and multiplication but also subtraction and division) and skill levels.

DEVICE: Apple; Android

SOURCE: iTunes; Google Play (free)

RATING: 4+; Everyone

EDULULU RATING: 4/5

* EduLulu is part of Groupe Média TFO, a world leader in education. The online guide's evaluations are the work of teams of independent experts (including OCTs), who review up to 100 English, French and bilingual educational apps (iOS and Android) each month for ages two to 17. To access the complete list and search by filter, visit edululu.org/en. Interested in becoming an EduLulu evaluator? Go to oct-oeeo.ca/1NzwdJd to learn how to get involved.

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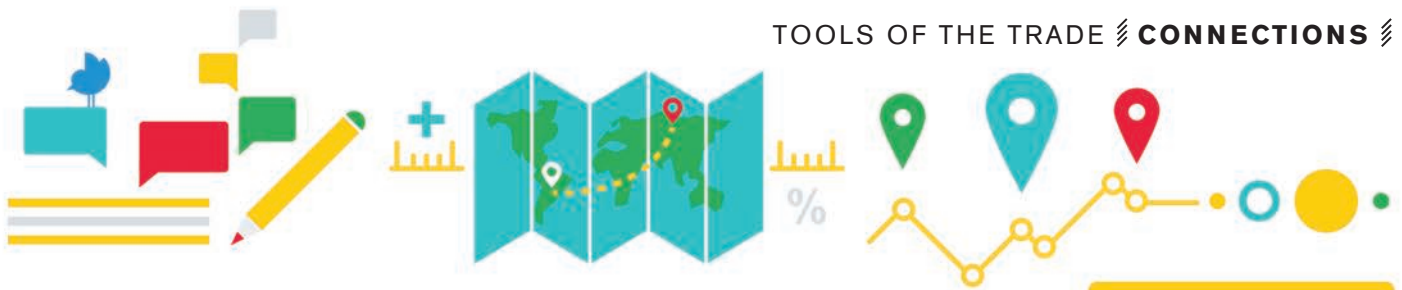
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TECH IT UP A NOTCH!

Want to inject a little technological spice into your classroom? Add a *bit* of e-enthusiasm to boost engagement and cook up some creativity. Discover 10 new ways to mix tech into lesson plans — for a balanced blend of fun and learning.

BY MELISSA CAMPEAU

1 CAPTIVATE YOUR AUDIENCE

Ask students to write a paragraph — about a book, movie or current event — and then edit it with a number of diverse audiences in mind. They quickly learn how the same language they use in an email to a friend will not be appropriate for a newspaper item, a Facebook post or a tweet.

2 BOOK LOVERS, E-UNITE!

Is your class loving *The Fault in Our Stars*? Create an online book club (on a basic blog page) that lets students post their questions and thoughts as they read, all while inspiring student-led conversations. A side column that lists the next book you'll be studying encourages ongoing reading.

3 DASH AND DISCUSS

Try a subject mashup! Use a GPS mapping tool (such as mapmyrun.com) to record a virtual journey by way of students' accumulated running club kilometres. Trek from Tokyo to Nagano, plotting their progress on a map, then study related culture along the way.

4 LONG-DISTANCE LEARNING

Want to collaborate with a class in Australia? Use a camera-enabled laptop and an app such as Skype, then let students discover each other. Was their breakfast toast, for instance, with Marmite or jam? Are they fans of baseball or surfing? (Try epal.com to find a partner class.)

5 BIG PICTURE

Use a digital camera to snap an image of an object, then zoom in until it's unrecognizable. Carpet fibre? Looks like a textured, wavy jungle. Sea sponge? More like a crater-filled moonscape. Project the image on a screen and use it as a creative writing prompt.

6 MATH MADE REAL

Mountains, time zones and borders — also known as the basis for intriguing math problems. Have students visit Google Earth and test its tools for calculating distance, depth, hours and more. Find Google Earth-prompted math lessons at Canadian site realworldmath.org.

7 MULTIMEDIA MAVERICKS

Lessons about animals and their habitats leap off the page when students use multimedia. Still photos show a wolf's yellow gaze up close, video captures the speed of the hunt and audio records the chilling nighttime howl. (Download software at prezi.com to wrap it all up in a presentation.)

8 GETTING ORGANIZED

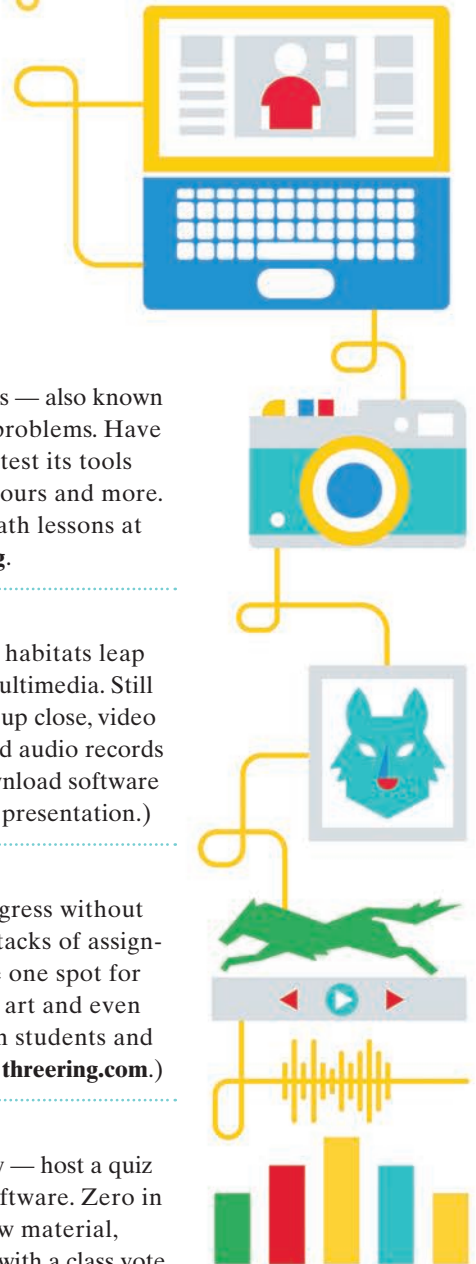
Imagine reviewing students' progress without spending hours rifling through stacks of assignments. Online portfolios provide one spot for teachers to collect written work, art and even videos. You can share access with students and parents, too. (Try evernote.com or threering.com.)

9 PUMPED ABOUT POLLS

Inject some play into a unit review — host a quiz show with easy-to-use polling software. Zero in on who's having trouble with new material, demonstrate democracy in action with a class vote and get candid feedback by using anonymous polls. (Try socrative.com or polleverywhere.com.)

10 DIGITAL CITIZENS

Designate one day (or more) each week to tweet from the class Twitter account. Propose a hot-topic theme that ignites student interest, then step into a moderator role as conversations are sparked. Class not ready for prime time? Keep the conversation private with a backchannel conversation.



For best practices in technology, refer to the College's professional advisory *Use of Electronic Communication and Social Media* (oct-oeo.ca/1N3t9iu).





Extracting Excellence

Tracey Tinley, OCT, helps students find their greatness by applying authentic learning from their everyday lives.

BY TRISH SNYDER

It's days after the federal government's swearing in on Parliament Hill when Tracey Tinley, OCT, invites her Grade 4/5s to a less formal gathering on the carpet at Berrigan Elementary School in the Ottawa-Carleton District School Board. "Let's talk about swagger," says Tinley. It's a Language Arts lesson about writer's craft but she gets their attention by name-dropping Justin Bieber, who hired a "swagger coach" to learn how to "look cool." Instead of hairstyles and clothes, she wants students to find and use swagger — shiny words, powerful phrases — to analyze a non-fiction picture book called *The Boy Who Harnessed the Wind*.

"I found this last night," she says, cueing YouTube. "I think you're going to find it inspiring." It's a short documentary about William, the hero of their book. When drought, hunger and poverty forced the 14-year-old to quit school in Malawi, he built a windmill that introduced electricity — including water to sustain crops and light to study after dark — to his family's home. Tinley knows it's one thing to read about a teen who overcomes adversity, but when the students see TV cameras show up at William's dirt house they get the gravity of their hero's accomplishment.

"Now let's play a game: What do you see, what might it mean?" Tinley asks, holding open the book to an illustration of the village's sun-scorched landscape. The veteran teacher knows every class contains a variety of reading abilities, but every child can understand pictures: she turns this illustration study into a game to help them analyze a book's deeper meanings (recommended books for this activity on p. 25). "I'm seeing some interesting stuff in these pictures and I'm curious to know what you think." She's challenging them to next-level thinking, yet her genuine respect and enthusiasm draw out immediate responses. A 10-year-old notices that the ground looks like crumpled paper: "Maybe that means nothing is going well in the village because it's so hot and dry." Another points out that the sun has a circle around it. "It looks like a light bulb. Like there's going to be a huge idea coming." Tinley is beaming at their interpretations as she asks them to spend 10 minutes writing about an illustration from the book. One girl wails when it's time to pack up: "I have so many ideas, my head's about to explode!"



ONLINE

To view our Great Teaching video archive, visit oct-oeeo.ca/1KWel5r

EXCLUSIVE

PHOTOS: MATTHEW LITEPLO



Tracey Tinley, OCT, reads a picture book to her Grade 4/5 students to deepen understanding at Berrigan Elementary School in Ottawa.

Tinley was once the kind of teacher who plotted out lessons a week in advance. Now, she experiments more, using her classroom as a lab to analyze what's working, what's not and figure out how best to respond to her students' needs.

Former Berrigan principal Jill Cutler, OCT, became a fan when she soon noticed two things after working with Tinley: the quality of student work on display outside her classroom and children wearing looks of reverence as they passed their teacher in the hall. After watching her in action, Cutler began tinkering with the teacher's schedule. Instead of a homeroom, she assigned Tinley to teach various subjects — such as drama, reading and math support — to a variety of classes. “I needed to have this teacher exposed to as many students as possible,” says Cutler, who was so impressed with the elementary teacher's positive impact that she nominated her for a Prime Minister's Award for Teaching Excellence. In 2014, Tinley won, and was seconded part-time to

write teacher resources for The Critical Thinking Consortium (tc2.ca).

Since Tinley believes students learn as much from each other as from her, she sets a positive classroom tone with accountable talk. When someone is speaking, students lower their hands and listen. When group discussions fizzle — as students bounce random ideas around the room — she teaches the art of give-and-take in conversation. Before long, they're using phrases such as, “I can add to that,” or “I respectfully disagree and here's why.”

“To be able to reiterate a point is a skill,” says Tinley. “When students can listen to someone speak, have differing opinions, then share their insights respectfully — to grow the learning (rather than shut it down) — that's more than just teaching social skills. I do this to show them that we're all in this together, we're all bringing something to the lesson.”

Tinley also has an extraordinary gift for spotting authentic learning in everyday life. After the 2012 Olympic Games, she plastered her class door with

“Find Your Greatness,” the slogan from that summer's Nike campaign. The ads fuelled activities in writing, inferential thinking and media, while the be-your-best theme resonated in a class with more special needs children than usual. “I find it difficult to get excited about a dictation,” admits Tinley. “But I feel lit up when I'm teaching from real life because the students give so much back — my engagement and enthusiasm rubs off.” At the end of the year, every child grinned when they noticed she'd updated the door: “We Found Our Greatness.”

The Nike unit was so effective that Tinley shared the lessons at the pay-as-you-go professional development workshop that she runs. When one teacher asked why she'd want to let others use her lessons, Tinley shrugged. “There aren't many years where I'm dragging myself around feeling unappreciated by students. Seeing them work so hard inspires me to do the same for them — I don't want to be the only one who has this experience as a teacher.”

"If students feel like it's possible to be successful, there's nothing they won't do for you."

.....

Tinley doesn't get podium-quality results by handing out photocopied rubrics. When she asked a previous class of Grade 3/4 students to produce a book trailer using the Animoto slideshow app (animoto.com), she started by showing the best one she could find on YouTube. They discussed what made the trailer effective, such as questions that keep the viewer interested and background music with lyrics that support the book's message. "Actively articulating what excellence looks like allows them to interpret and internalize it," explains Tinley. She recorded their observations on an anchor chart, which acted as a reminder during the creative process. In other words, Tinley invites children to collaborate in creating criteria. The trailers were so good that she invited parents to an in-class screening. (See the trailers at mrstinley.weebly.com.)


As a math support teacher for Grade 3/4, it's easy to see why Tinley embraces three-part problem-solving during a lively afternoon class at Berrigan. First, she spends five to 10 minutes explaining the task — draw bar graphs comparing life expectancies of four animals. For Phase 2, she sends them off in pairs to work things out. Through the talking, counting and scribbling, they bump into a problem: the graph paper was deliberately too small for a 1:1 scale. During the final step, she bundles the learning (you had to scale the graphs by 2, 5 or 10), by asking three groups to explain their work in their own words. Tinley compliments one group on their messy graph: "This is the reason we use marker — seeing mistakes is the most exciting part! When you cross something out, it means you've learned something." She credits this method of problem-solving with cultivating more than just math knowledge. "It highlights what it means to be a learner — not to know the answer, talking and working it

through, trying a variety of alternatives. That resilience is a life skill."



Another trick she uses to extract excellence? Giving and taking feedback. During a unit on guerrilla poetry (bringing poetry to the public in unconventional and surprising ways), she challenges students to look for the extraordinary in the everyday, arranging a class visit to the school boiler room. Because the writing is short, she gives quick, often verbal feedback. In a very tangible way, the students witness the power of breaking a phrase differently or isolating a single word on its own line. "If students feel like it's possible to be successful, there's nothing they won't do for you," she says. Feedback also flows the other way. Tinley no longer fills her day planner a week ahead because much of what she does one day depends on what happens the day before. "What I want to cover doesn't matter," she says. "What makes teaching so powerful is taking cues from their work, which tells me where I need to go."

Having this award-winning teacher in Grade 5 was a turning point for a boy named Ethan. His mother, Angelika da Silveira, still remembers when her introverted son burst into their home and shared his boiler room poem. Next, he requested poetry books for bedtime reading. "Mrs. Tinley encouraged a child who couldn't stand literature to want to be an author. Two years later, he's still reading poetry and coming up with little rhymes," says da Silveira. "She taught my son to look at the world differently. She planted a seed and it's still growing." **PS**

The OCT featured in this department has been recognized with a national teaching award and exemplifies the high standards of practice to which the College holds the teaching profession.



Picture This!

While supporting various schools in the Ottawa-Carleton District School Board as a literary coach, Tracey Tinley, OCT, discovered sophisticated picture books for Grades 4–6. Read aloud by the teacher, the books invite deeper thinking about themes, meaning, symbolism and point of view. She recommends these seven picks:

The Caged Birds of Phnom Penh

BY FREDERICK LIPP

ILLUSTRATED BY RONALD HIMLER

An exploration of hope and dreams set in Cambodia — despite despair and treachery.

The Red Tree

BY SHAUN TAN

The use of metaphors help paint a haunting but hopeful view of childhood depression.

A Day's Work

BY EVE BUNTING

ILLUSTRATED BY RONALD HIMLER

A grandfather teaches his grandson about honour after they get caught in the boy's lie.

14 Cows for America

BY CARMEN AGRA DEEDY

ILLUSTRATED BY THOMAS GONZALEZ

The true story of a Masai village in Kenya that offered foreign aid to the U.S. after 9/11.

The Dream of the Thylacine

BY MARGARET WILD

ILLUSTRATED BY RON BROOKS

A 130-word lament about animal extinction — the story of the last remaining Tasmanian tiger.

Wilma Unlimited

BY KATHLEEN KRULL

ILLUSTRATED BY DAVID DIAZ

Meet the first female sprinter in the U.S. to win three gold medals in a single Olympic Games.

The Boy Who Harnessed the Wind

BY WILLIAM KAMKWAMBA

AND BRYAN MEALER

ILLUSTRATED BY ELIZABETH ZUNON

A 14-year-old overcomes staggering adversity to bring electricity to his village.





#THANKaTEACHER

Twitter's Kirstine Stewart honours the unconventional high school teacher who helped her get a handle on her personal brand.

BY RICHARD OUZOUNIAN

"I've always been less interested in what has been than what could be," writes Kirstine Stewart in her autobiography, *Our Turn*. Her devotion to what Canadian economist John Kenneth Galbraith called "the art of the possible" is a life lesson that she learned from the refreshingly unconventional Suzi Beber during her days at Acton High School.

While they haven't seen each other for 35 years, the fascinating thing about these two women is that although their lives have travelled wildly different paths, they've somehow wound up at the same end point of self-realization.

Stewart's rise in an industry that's notorious for being cutthroat is well-documented and well-deserved. It's the classic tale of a former "girl Friday" who's hard work pays off, paving her way to becoming the first female head of English-language services at the CBC, and now the vice-president of media for North America at Twitter.

Although Beber's former student is perhaps more recognizable, the retired teacher's journey is no less impressive — she made associate head of a department by the age of 26, eventually settling into a vice-principal role at Burlington Central High School. Then, during routine surgery in the late spring of 1993, a series of what she calls "medical misadventures" left her using a walker, with a lasting traumatic brain injury and daily health challenges.

It was during the latter part of the '90s that Stewart and Beber began their respective struggles — Stewart securing her place at the top of a male-dominated

industry, while Beber was busy mastering the fundamentals of daily living from scratch.

"I always carried the memory of Ms. Beber with me in my mind. She knew what she was doing, did amazing work and never cowered to anyone," recalls Stewart. "That always inspired me, especially in some of my roughest moments."

Beber admits that although her physical struggles have caused a certain degree of memory loss, she still remembers Stewart from her days at Acton. "Not all my recollections are as vivid, but those ones are," says Beber. "I grew up without a sense of real confidence, without thinking that anyone believed in me, and I didn't want that to happen to anyone I taught."

It was Stewart's weaknesses, as well as her strengths, that appealed to Beber. "Kirstine was brilliant, but not demonstrative. I had to find a way to bring out those qualities," explains the former teacher from her home in Victoria, B.C. "I never fit into the regular educational pigeonholes. That turned out to be a blessing in disguise for both of us."

The teacher who wanted to be "different" wound up with the student who was being labelled with that same word. "I skipped some early grades and was always treated differently — which was at times nice, because I was treated as 'special,'" explains Stewart, "and sometimes not so nice, because I was treated as 'strange.'"

And so the stage was set for the two of them to serendipitously meet in the Grade 10 Gifted Withdrawal program. "It was for those of us who

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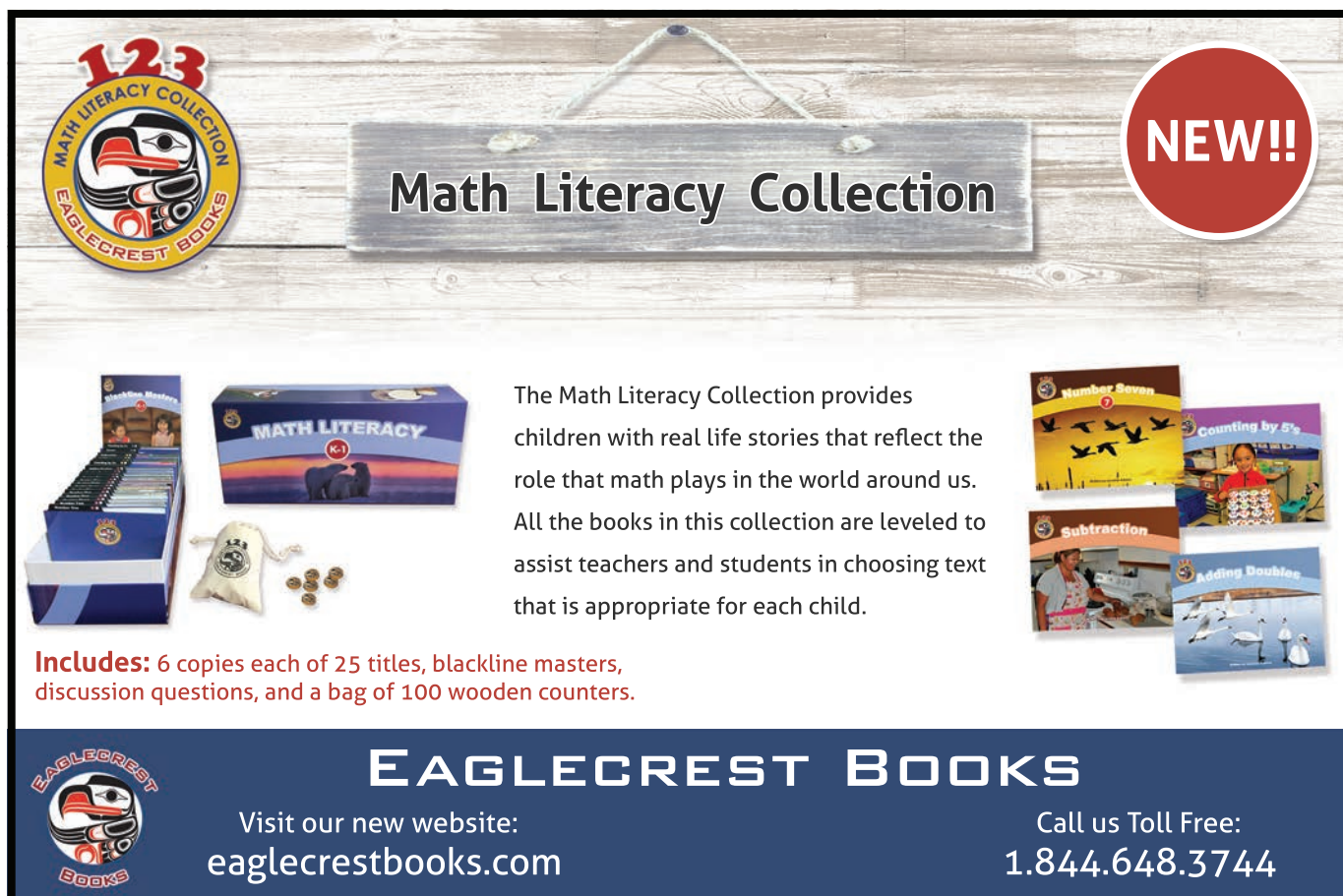
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“Ms. Beber taught us that young women blossom when given the space to talk, think and to be themselves.”



had scored really high on our IQ tests,” says Stewart, “but needed our own program to achieve the most we could.”

Beber was well-equipped and ready for the challenge. “During my training at York University, I learned that every student had different quirks and should be approached as a unique individual. I enjoyed working with those who had stumbled or experienced behavioural problems. And then there were the students like Kirstine, who were so bright and so ready to learn but needed help to let their creativity loose.”

Stewart recalls the program as one that was largely self-directed: “We were encouraged to do things differently,” says the social media maven, “encouraged to look at everything from a different angle.”

Beber had a variety of out-of-the-box techniques to accomplish those ends. “I would start by giving them quotations, then asked what they meant to them and what they meant on a global scale.

I’d teach courses with names like ‘The Holocaust’ and ‘Human Behaviour,’ as well as ‘Mystery and Imagination.’ They learned things that wouldn’t have been touched on in a conventional class.”

There was one project in particular that remains vivid in Stewart’s mind. “I did an analysis of the ‘Sympathy for the Devil’ lyrics by the Rolling Stones, laying them out against a graph of the historical events discussed in the song. It was that kind of activity and thinking that opened our minds to the endless possibilities available in any work of art.”

With a job that requires a certain amount of standing in the spotlight, it’s not unusual to see Stewart sharing the ranks of a best-dressed list. Interestingly, she credits her high school mentor as having a hand in helping develop her personal brand.

“Ms. Beber was not your ordinary teacher. She didn’t conform to anyone’s conventional ideas of how a teacher should dress — she looked like Debbie Harry from Blondie. She was high-heel wearing, had punkish kind of hair and great lipstick.”

There’s a giant whoop of laughter from Beber when informed of her former

the way,” says Stewart. “Too often women get rewarded for ‘good girl’ behaviour, for raising our hands and doing what the rules say. Ms. Beber taught us that young women blossom when given the space to talk, think and to be themselves.”

After her physical setbacks, Beber admits that it took much fortitude to map

out a new life for herself. Therapy dogs became an important part of it, helping to guide and protect her. In 2001, the former teacher founded the Smiling Blue Skies Cancer Fund. Since that time she’s raised over \$1.6 million toward treating canine and feline cancer. The woman who inspired Kirstine Stewart, and so many others, received a Queen Elizabeth II Diamond Jubilee Medal in 2013 and was recently awarded an honorary doctorate from the University of Guelph for her charity work.

Stewart recalls her time with Beber as the most formative of her life: “She spotted something special in me and

encouraged me. That’s all it took and I think of her, with gratitude, all of the time.”

When this sentiment is relayed to Beber, she’s silent for a while and then her voice is thick with emotion as she thinks about her days as a teacher in the ’80s, about the trauma that nearly ended her life in the ’90s and about the amazing world she has rebuilt for herself since. “You can’t just shut the door,” she says. “You have to find the way to open it again.” And, that’s just what Stewart has done in her own life. **PS**

In this department, notable Canadians honour the teachers who have made a difference in their lives and have successfully embraced the College’s Ethical Standards for the Teaching Profession, which are Care, Respect, Trust and Integrity.



Kirstine Stewart’s former Acton High School teacher Suzi Beber with helpmate BB King near her home in Tofino, B.C., in 2013.

student’s portrait of her. “She’s absolutely right. I remember one day when I was wearing purple stockings with purple high heels and I was asked, ‘Is this what you wear to class every day?’ And, I said, ‘No, sometimes I wear my Converse high tops.’”

But there was a lot more to Beber than what she wore. “I always let the students call me Suzi. I was a big believer that if they were going to respect you, they’d respect you for who you were and what you did, not for some title.”

She was right. Stewart respected Beber back then — and still does to this day, feeling that her fashion-forward instructor didn’t just teach the future media superstar about self-image but about how you have to define yourself clearly in your own mind first.

“You know, sometimes it takes someone who doesn’t look like everybody else to lead





No limit to Learning

BY STUART FOXMAN

That's how best to sum up the attitude of these six OCTs who teach children and youth with a range of physical, cognitive or mental health issues.

For thousands of students across the province, receiving a public education doesn't always mean attending a community school — it can mean a community of specialized schools. These Section 23 and 68 programs, under the *Education Act*, serve a variety of students who might otherwise be unable to attend a typical classroom.

Section 23 programs are operated by school boards for high-risk students. The programs run in settings like children's mental health centres, hospitals, residential/group homes, detention/correctional facilities, community schools, and other intensive care and treatment environments.

Section 68 programs are for children with multi-complex medical needs, beyond learning disabilities. The core programs are housed in children's treatment centres. Teachers are either employed by a separate school authority for a centre, or seconded for short- or long-term periods by their home board.

HOW DO THE TEACHERS IN THESE SETTINGS APPROACH THEIR ROLE, AND WHAT VALUABLE LESSONS DO THEY HAVE FOR THEIR COLLEAGUES? READ ON TO FIND OUT.



The only normal part of the day

At the Hospital for Sick Children (SickKids) in Toronto, Brad McLeod, OCT, is a teaching professional, not a health-care professional. Yet his work, in its own way, is also vital to the children's healing.

These are children who are getting dialysis or cancer treatments, in intensive care, awaiting transplants, struggling with eating disorders, and facing other ailments. McLeod refers to them all as students, never patients. Do they resent having school work in the hospital? The opposite is true, says McLeod.

"To these kids, the teacher is an escape from dealing with medical issues. There are scary aspects to what they're going through, so this is the only normal part of their day."

There are 10 Toronto District School Board teachers at SickKids: six elementary, three secondary (including McLeod) and one French. They teach the curriculum offered at the students' home schools, using similar books and resources, no matter which board the student is from.

"To these kids, the teacher is an escape from dealing with medical issues. There are scary aspects to what they're going through, so this is the only normal part of their day."

Instruction occurs in a classroom or at the child's bedside. Teachers can get involved as soon as a child is medically stable. Sometimes, children have just a short stay, but the teachers also provide report cards for children who've been hospitalized at SickKids for most of a school term.

The secondary teacher never dwells on the students' medical issues. Once you get past the fact that you're teaching in a hospital, he says, you have the same mindset as any teacher.

McLeod has two rules. One, don't give students a sense that they are doing anything wrong. "I always put it back on me, like I must be showing this to you in a way that's not working." And two, "Never let them feel they can't succeed."

Having taught for 28 years in elementary school, high school, adult education and a mental health centre, McLeod calls the SickKids assignment — which he has held for 19 years — "one of the best jobs you can have in the TDSB."

The children's determination and good humour, even in the face of medical crises, inspire him.

McLeod recalls one teen he first encountered in the ICU, who had a major procedure. He worked with this student on Grade 11 sociology, psychology and anthropology, and organized a course online. The student wouldn't accept anything that would ease the workload.

"I never cease to be humbled by the students I work with."

After the storm, a rainbow

Many teachers keep artwork from students. Amy Shannon, OCT, remembers one drawing that depicted a rainbow and a bird. What did the student mean? “She had become hopeful,” says Shannon.

Giving hope is one of Shannon’s goals as a teacher serving the Child and Adolescent Mental Health program at St. Joseph’s Health Centre in Toronto. These young people have been admitted through the emergency department. They stay anywhere from a few days to a few months, averaging two weeks.

As Shannon notes, anyone can struggle with mental illness. Students at St. Joseph’s fit all socio-economic groups, cognitive abilities and ages — as young as four.

Shannon teaches students from the in-patient unit. St. Joseph’s also has a hospital classroom for outpatients. After the children are medically assessed, Shannon interviews them. She sees where they’re at academically and arranges to get their school work.

Every morning from 8:30 a.m. to 10:00 a.m. Shannon is on medical rounds as part of an interdisciplinary team comprising doctors, nurses, child/youth workers and social workers that discusses each child. Then

the school portion of the day starts.

Shannon’s classroom is like a one-room schoolhouse encompassing JK to Grade 12. She rotates between eight students to assess literacy and numeracy, fill gaps with those areas and executive functioning skills, and assist with the regular lessons.

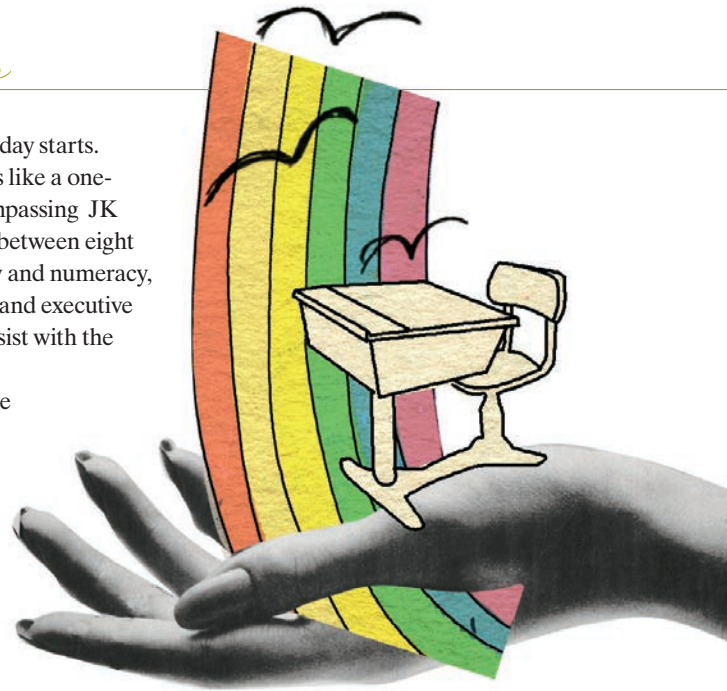
“The minute they come in, I’m thinking of the transition back to their home school or to an alternative program,” she says.

Shannon, a Toronto Catholic District School Board teacher, has been at St. Joseph’s for 15 years. She’s trained in Special Education and guidance, along with teaching posts in community schools, and once taught for the Trillium Demonstration School for students with severe learning disabilities.

What impact can she make in the short period children are at St. Joseph’s? “It’s important they have coping strategies that are better than when they came in, and understand where they’re going with

academics,” says Shannon.

Many of these students have been disconnected from school. Yet when they feel comfortable “they can be quite joyful,” Shannon says. Just think of that image of a rainbow and bird in flight. The most rewarding signs for her have little to do with tests or report cards. “It’s seeing a shift in their perspective,” she says, “that there’s a life worth living and they have a future.”



The pink penguin

Earlier this year, Danièle Lafrenière, OCT, read her young learners the tale of a penguin who discovered he was pink. At first he isn’t happy, but ultimately he and his friends accept that everyone is different.

The story resonated with the kindergarten students who Lafrenière teaches at the Ottawa Children’s Treatment Centre School. The centre provides specialized care for children with multiple physical and developmental disabilities.

Lafrenière, on secondment from the Conseil des écoles catholiques du Centre-Est, has spent four years here. She teaches all of the academic curriculum subjects to the francophone students. Her attitude: “Empower students by giving them many opportunities to be risk takers and find their own way.”

She describes a student who was learning to use a slide. This student had an

orthotics brace, so had to master the task in a unique way. “Doing it different is OK, and you can achieve it,” Lafrenière says.

All of the students have a differentiated plan. Lafrenière taps into the full range of learning modalities, keenly aware of how each student learns best by seeing, hearing, moving or touching.

She knows, too, that parents can be anxious about leaving their children, who can seem highly vulnerable, in a school for the first time. Lafrenière not only respects those feelings, she has a particular insight into how the parents and children might be thinking.

This is Lafrenière’s second career. Her mother was a Special Education teacher and her father a school principal. She always wanted to be a teacher, but ended up working in administration for a community health centre.

Lafrenière has four children and when her third was born, a girl with special needs, she stayed home to focus on her development. When she thought about returning to work, she knew it was time to change careers and finally become a teacher. She hoped to work with children with disabilities. This is Lafrenière’s first teaching post.

“I was truly meant to be at this school,” she says.

What satisfies her? “When parents know their children are safe and happy, that learning is happening in a trusting environment.”

Along with readying the children for Grade 1 in a community school, Lafrenière wants to prepare them to be advocates for themselves. “Every child can be independent, with no limit to their learning.”

A bridge back

George Karambelas, OCT, has had an unconventional career path. After graduating from teacher's college, he switched gears and became a corrections officer. He eventually got a teaching job, and pursued additional training in Special Education and guidance.

Realizing he was drawn to working with at-risk students, he found teaching work at a youth detention facility and a Hamilton jail. Now Karambelas, a Hamilton-Wentworth District School Board teacher, is on the school staff at the McMaster Children's Hospital's Child and Youth Mental Health Program.

"This isn't for everybody," says Karambelas. Yet it's precisely the chance to work in a challenging environment, with students in crisis, that invigorates him.

Students in the McMaster program are in Grade 1 through high school. Karambelas works with the in-patient

group. The day includes two 55-minute academic periods. "We make sure they're not falling behind. We're trying to get them back, and we work with the home school to bridge properly," explains Karambelas. For example, he might talk to that school about ensuring future accommodations, such as a resource learning room or independent learning.

That's the practical part of the transition. Karambelas is often consulted by the occupational therapist and the whole clinical team on the emotional part to help students deal with the anxiety of returning to school, and how to answer questions from peers about their absence.

He knows these students can be judged. "Mental health, unfortunately, still has a stigma," says Karambelas.

Teachers who see young people daily are often in a position to notice mental health issues. Karambelas hopes his

teaching colleagues are alert to the signs and can be a resource for students who are struggling.

Students can face challenges at school for many reasons — mental illness is just one. Here's what Karambelas finds important, which is instructive for any teacher: Help students find something they can latch onto, and build on that.

"These students need to feel good about the things they do. We all need that. When you don't feel good about yourself, you can start to think you're not good at anything, and that starts a spiral."

He is forever impressed by how his students can realize their potential with the help of medication, therapy, the school and other supports.

"When you see students come in with what they're going through, the thrill of seeing them come out the other end is amazing."

Finding your voice



In her kindergarten class, Deborah Hayne, OCT, is using a puppet theatre to play restaurant. The students pretend to order food and provide service. They do it with a single-message device, which includes questions and answers that Hayne has recorded. It's a lesson in communication — for children who have trouble doing just that.

At Niagara Children's Centre School in St. Catharines, Hayne teaches 12

students, most non-speaking or with unintelligible speech. The school is part of a treatment centre for children with physical, developmental and communicative delays and disabilities.

After teaching Special Education in a community school, Hayne joined Niagara Children's Centre School. She approaches the kindergarten curriculum and play-based activities like a teacher would in any school, only relying on assistive technology.

For instance, a device called GoTalk includes nine messages on each of five topics. They're recorded on an overlay of visuals, so children can communicate at the touch of a button. Other times, they might choose between two pictures on a board, or string together simple phrases on an iPad.

Hayne appreciates the chance to collaborate with speech-language pathologists, occupational therapists and physiotherapists, and devise objectives as a team. She encourages her colleagues in community schools to reach out for assistance from their boards to

help Special Education students. "You don't have to do it all by yourself."

Any teacher can emulate Hayne's approach: "Make learning fun and exciting. Motivation is the key to success."

She has more advice for peers. "We have to be careful as educators. When you see a child not speaking, don't assume they're not smart or incapable of learning with their peers. That's such a miss. Every individual has capabilities."

For many reasons, students can disengage and be silent in the classroom. Help them to find their voice, says Hayne — in her case, literally.

She describes one little boy who was overwhelmed when he enrolled. It was only in the spring of his first year in JK that he started speaking in single words. One night at home, at age four, he called out "mom" for the first time. This year, on the first day of SK, he ran through the door and said, "Love you Hayne!"

"He's now speaking in small sentences," says Hayne, "I want the sky to be the limit for him."



Don't be afraid to learn

What does it mean to get an education? The definition has evolved for Janice Karlinsky, OCT. It could be seen as a path from elementary to secondary to post-secondary. Her view differs. “Education is about people engaging with learning, at whatever level they can, and not being afraid to learn.”

Karlinsky teaches students ages 16 to 21 at the Centre for Addiction and Mental Health (CAMH) in Toronto, a leading teaching hospital and research centre in the field. Its offerings include clinical, support and rehabilitation services, from assessment, to early intervention, to residential or day treatment.

At her site, Karlinsky is one of two Toronto District School Board teachers. The students are primarily outpatients. Karlinsky, who has worked with CAMH since 1995, teaches English, history and art. Her colleague teaches math, science and phys.ed.

Many students here have had negative school experiences. A history of failure, coupled with serious mental health issues, “is a huge barrier to learning,” says Karlinsky.

She starts with the philosophy that wellness comes first. “Without being well, no student can learn — in any school. For our students, it’s a much larger struggle.”

Karlinsky adds that “We’ll treat you with dignity and respect. We’re not judgmental; we’re here to work with you so you achieve your goals.”

The learning spaces don’t resemble classrooms. Instead, there are office chairs and tables. “I want this to feel like a professional learning environment, not like a high school,” says Karlinsky.

“Students need to be empowered,” she continues. “You can’t make anybody do anything. They have to be engaged to buy into the process.”

In this school, success means different things. The students often go forwards and backwards, explains Karlinsky, and that’s OK.

“We want them to feel more confident about learning and take risks in learning. So the minute they see something they don’t know, they don’t say ‘I can never learn that.’ They’ll ask.”

Some students earn enough credits to graduate high school at CAMH. Others might transition back to a community school. For Karlinsky, that’s not necessarily the focus. What’s a good day for her students? “They feel pleased they’ve accomplished something, want to do more, or are just happy.”

Karlinsky has other hopes for these youth beyond their formal education. “I want a place for them where they feel accepted as part of the community, where they have people who care for them and about them.” **PS**

CHANGING JOB MARKET HOLDS PROMISE FOR OCTs

BY FRANK MCINTYRE

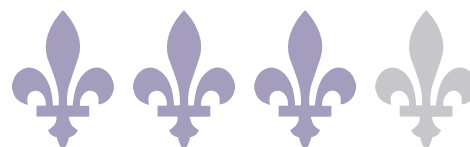
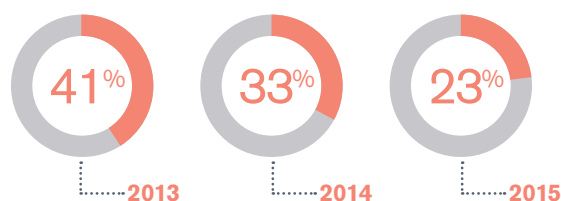
The findings of the College's 2015 report on Ontario's teacher job market is welcome news for future Ontario teachers. The latest *Transition to Teaching* survey, which polls newly licensed graduates of the province's teacher education programs,

found that first-year teacher unemployment in Ontario is on a steep downward trend — from 41 per cent in 2013, to 33 per cent in 2014, and dropping to 23 per cent in 2015.

The job outlook is especially good for French as a Second Language (FSL)

teachers, who report just three per cent unemployment — a sharp decline from 17 per cent of FSL teachers in 2013 unable to find teaching jobs in their first year. And teachers who graduated from French-language programs at Laurentian and Ottawa universities saw

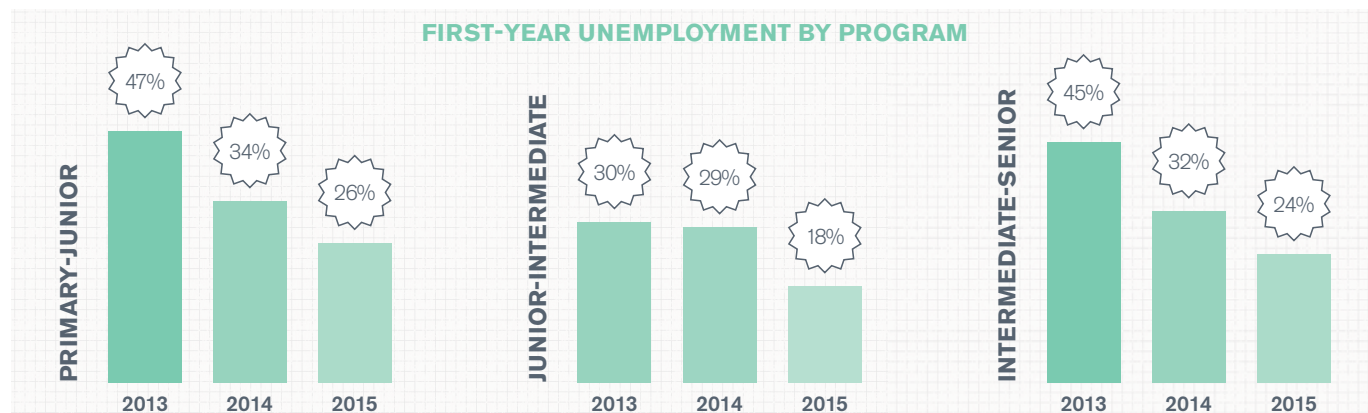
FIRST-YEAR UNEMPLOYMENT IN ONTARIO DROPPED FROM:



THREE IN FOUR

NUMBER OF FIRST-YEAR FRENCH-LANGUAGE
PROGRAM GRADUATES WORKING FULL TIME IN 2015

FIRST-YEAR UNEMPLOYMENT BY PROGRAM



their Ontario unemployment rate drop from 15 per cent in 2013 to just four per cent in 2015. The five-year-long surplus of FSL teachers and teachers qualified for the province's French-language school boards is finally over.

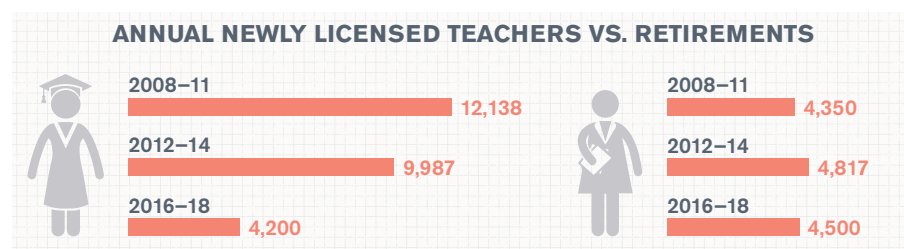
Newly licensed English-language teachers also experienced more welcoming job markets across the province. Ontario-resident unemployment rates continue to drop from the peak level reached in 2013. Although many Ontario English-language graduates licensed in 2014 told us they could find no teaching positions in their first school year, the 31 per cent unemployment rate for these teachers is much improved from 45 per cent back in 2013. Despite this good news, the legacy of years of teacher oversupply still leaves many of the province's English-language teachers underemployed for their first few years of teaching.

Job gains in 2015 were broad based; graduates across all divisional qualifications now report unemployment rates of one in four or lower — well below comparable first-year rates two

years ago. And although some regions of the province experience higher unemployment rates than others, no region was above 30 per cent unemployment in 2015.

Survey responses in 2015 from teachers certified two to five years prior reinforce the improving prospects for Ontario's education graduates. Three years ago, our surveys found that it took four years for half of early-career teachers to reach full-time employment. Now, 50 per cent are fully employed just two years into the profession.

Employment market changes over the past two years are mainly a result of lowered new teacher job competition. From 2012 to 2014, there were about 2,100 fewer newly licensed teachers annually than in the preceding four-year period. In addition, more early-career teachers are allowing their College membership to lapse — at least temporarily — taking themselves out of the Ontario teacher job market. The five-year loss rate in 2015 was one in every six new teachers (16.3 per cent), up from less than one in 10 (9.5 per cent) back in 2005.



**AFTER
2 YEARS**

**HALF OF EARLY-CAREER
TEACHERS ARE EMPLOYED
FULL TIME IN 2015**

**AFTER
4 YEARS**

**HALF OF EARLY-CAREER
TEACHERS WERE EMPLOYED
FULL TIME IN 2013**

1 IN 4

**UNEMPLOYMENT RATE FOR
NEW ENGLISH-LANGUAGE
TEACHERS WITH TECHNOLOGY,
INTERMEDIATE/SENIOR SCIENCES,
COMPUTER STUDIES AND MATH
QUALIFICATIONS**



The rate is higher for new teachers with other secondary qualifications.

2015 NEW TEACHER NUMBERS

In 2015, many previous graduates of Ontario faculties of education who had not become College members decided to obtain their teaching licences prior to the implementation of the two-year Enhanced Teacher Education Program. This one-year bump in new members may not moderate job market trends; many of these individuals who already deferred teaching careers may not be planning immediate entry into the profession.

TEACHER-HIRING PROCESS

Legislation introduced in the fall of 2012 supports transparency in hiring by Ontario publicly funded school boards. Standardized procedures define a pathway to permanent employment that normally requires new teachers to start with daily and short-term occasional teaching, then apply for longer-term occasional assignments, and eventually compete for permanent employment opportunities with a board. As employment opportunities continue to improve for early-career teachers, this staged progress toward full-time employment is expected to continue for many new Ontario teachers. The legislation does not apply to Ontario independent school hiring processes.

ABOUT OUR SURVEY

The *Transition to Teaching* 2015 survey of new teachers examines job-entry and professional experiences of teacher education graduates from 2005 through 2014, and new-to-Ontario teachers educated elsewhere and Ontario-certified in 2013 and 2014. Web-based surveys were used with large samples from each of these groups of early-career teachers.

Responses were received from 3,850 teachers. Response rates varied from 14 to 26 per cent of the samples, with an average 19 per cent return overall. The accuracy rate is 1.6 per cent overall and three to 5.7 per cent for the individual survey components, 19 times out of 20.

The *Transition to Teaching* study is made possible by a grant from the Ontario Ministry of Education. This report does not necessarily reflect the policies, views and requirements of the Ministry.

The full report of this year's study is available at oct-oeeo.ca/1Qn5xMn.

“ALTHOUGH THE RATE OF THE JOB MARKET CHANGE FOR SOME QUALIFICATIONS WILL OUTPACE OTHERS, THE SHIFT IN THE TEACHER SUPPLY AND DEMAND BALANCE MEANS MOST NEW TEACHERS WILL FIND FULL-TIME EMPLOYMENT FASTER.”

And for French-language teachers, more than one in five (22.3 per cent) drop their College membership within five years of certification.

Ontario's Enhanced Teacher Education Program, introduced in 2015, will have a substantial impact on new teacher job competition in 2016 and in following years. Applications to consecutive teacher education programs in 2015 dropped to less than half in previous years; admissions to teacher education fell even further as part of the planned move from two to four semesters of education degree requirements. These teacher education intake cuts — combined with fewer new teachers from out of province — will result in historic low numbers of newly licensed Ontario teachers in 2016 and volumes in following years that are below half of recent annual levels.

Teacher retirements are forecast at approximately 4,500 annually through the end of this decade. With steady levels of annual retirements and a greatly reduced new teacher supply, Ontario's teacher employment market is about to experience a tectonic shift. From 2008 to 2011, there were 7,700 more new teachers licensed each year than there were annual teacher retirements. This created a large teacher surplus, high job competition and steadily rising early-

career unemployment. The modest reduction of this excess to around 5,100 annually from 2012 to 2014 lowered job competition and resulted in much lower unemployment rates.

From 2016 to 2018, the excess of new teachers that we have seen in recent years will move in the opposite direction; rather, we will see a small shortfall of new teachers in relation to retirements. Based on job trends identified in recent surveys, we can expect more substantial declines in unemployment in future years as more teachers find full-time employment much earlier in their careers. This decrease in new teacher intake will provide job opportunities for many of the still underemployed surplus teachers from prior years, who will finally obtain full-time teaching jobs.

New French-language teachers in the years ahead should reap the benefits of a seller's market. Very few of them will be looking for jobs during the 2016–17 teacher recruitment cycle, and about half of the most recent numbers will be on the market in the following two years. With French-language program graduates and FSL teachers in 2015 already experiencing minimal unemployment in their first year, and with three in four of them fully employed, the next few years will likely be marked by strong competition among Ontario school boards to fill French-language teaching positions.

Job markets for French-language program graduates and FSL teachers overlap somewhat in Ontario. The 2015 survey shows that one in four first-year teachers coming out of our French-language programs complete an additional qualification in French as a Second Language, and one in six of them in Ontario are employed by an English-language school board. With FSL teachers already in very high demand in 2015, both English-language and French-language board recruitment of French-language teachers will be considerably more challenging.

Our 2015 survey also found English-language technological education and intermediate/senior sciences, computer studies and math to be specialties with already rising demand relative to supply. Ontario first-year unemployment rates are below one in four for teachers with these specializations, considerably lower than for new teachers with other secondary qualifications. These markets may also shift to high demand quite rapidly with the drop in new teacher numbers over the next few years.

The *Transition to Teaching* study findings hold much promise for future entrants to teaching in Ontario. Although the rate of the job market change for some qualifications will outpace others, the shift in the teacher supply and demand balance means most new teachers will find full-time employment faster. With unemployment rates for first-year teachers on a steep decline, we can also expect more vigorous and competitive teacher recruitment for Ontario's school boards over the next few years. **PS**



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reviews

Your guide to recently released books and other teaching resources.

For additional reviews of French-language resources, visit pourparlerprofession.oeeo.ca. With the exception of some classroom sets, items reviewed are available on loan from the Margaret Wilson Library at the College. Contact Olivia Hamilton at 416-961-8800 (toll-free in Ontario 1-888-534-2222), ext 679 or email library@oct.ca.

Elephant Man

BY MARIANGELA DI FIORE

TRANSLATED BY ROSIE HEDGER

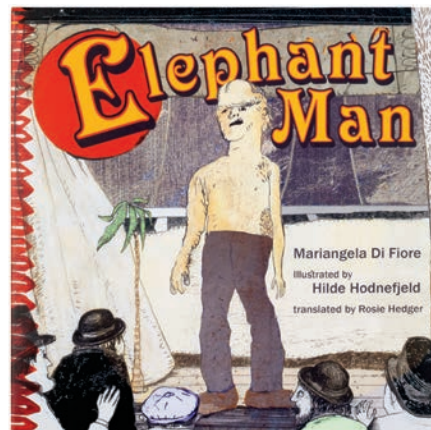
ILLUSTRATED BY HILDE HODNEFJELD

Elephant Man is a unique picture book with a solid foundation in historical fact. Based on the life of Joseph Merrick, it tells the inspirational story of a man shunned by Victorian English society because of his extreme physical deformities. Rejected by his family and so disfigured that he is unemployable, Merrick ultimately ends up on a theatrical tour where he is displayed as a freak animal, promoted as half man, half elephant. Along the way, he meets some kind people who recognize the depth of his humanity. This story follows Merrick's

quest for self-discovery, friendship, acceptance and, ultimately, happiness.

Teachers will love that *Elephant Man* is filled with teachable moments. Couched within an engaging story, it is a non-threatening way to broach sensitive subjects like bullying, disabilities and prejudice. While officially recommended for students in Grades 3 to 6, the themes covered are ageless and can be appreciated across all grades.

The illustrations, blended with archival photographs, are truly special. As an added bonus, there is an afterword with further history, pictures and context. This unassuming book is a study in great themes — courage, compassion and kindness, to name a few.

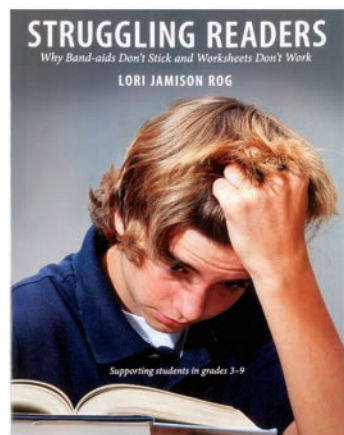


Joanne Salley is an education writer and director at Teachers on Call, a personalized home tutoring service.

Elephant Man, Annick Press, Toronto, 2015, hardcover, ISBN 978-1-55451-778-7, 52 pages, \$19.95, distributed by Firefly Books, annickpress.com

Struggling Readers: Why Band-aids Don't Stick and Worksheets Don't Work

BY LORI JAMISON ROG



In every classroom, teachers are confronted by a wide range of reading abilities. Students who are doing well are easy to plan for, but for students who are struggling, it is difficult to know how to help. This book might just have some answers. With clear strategies and skills you can teach your students to become more proficient readers. Enduring ideas such as how to encourage reluctant readers to read more or how to teach them to emulate what good readers do, lay the foundation for explicit instruction and guided practice. Perhaps more importantly, the author shows teachers how to build the confidence their students desperately need to start to feel some mastery in their reading.

My favourite part of the book is a chart that outlines potential points of struggle your students might experience, and then offers a few simple suggestions to support them. The chart is a great reference for teachers who after looking at their assessment data aren't sure where to go next.

Each chapter is filled with strategies that will help support readers individually, in small group situations and through whole class mini-lessons. *Struggling Readers* should be on every teacher's shelf.

Kerry Zinkiewich, OCT, is an innovations consultant with the Kawartha Pine Ridge DSB in Peterborough.

Struggling Readers, Pembroke Publishers, Markham, 2014, ISBN 978-1-55138-292-0, 160 pages, \$24.95, pembrokepublishers.com

Finding Winnie: The True Story of the World's Most Famous Bear

BY LINDSAY MATTICK, ILLUSTRATED BY SOPHIE BLACKALL

Lovingly written by the great-granddaughter of Harry Colebourn, a veterinarian who rescued a bear cub in 1914, this charming picture book is the story behind *Winnie the Pooh*. Just as in A.A. Milne's original, the story starts with a parent telling a child a bedtime story. The little boy here is Cole, Mattick's son's name, and Colebourn's great-great-grandson. But unlike the Milne story, Cole hears two true stories about the real bear, Winnie.

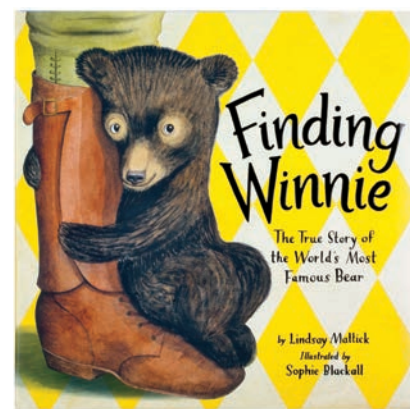
The first true story happens when Colebourn was en route to join the cavalry as a veterinarian during World War I. While riding the train across Canada to join his regiment in Québec where he was to train as a soldier, he stops over in White River, Ont., where he meets a man selling a bear cub, pays \$20 and takes it with him. He names the cub Winnie after his hometown of Winnipeg, so he would never feel too far from home. Winnie becomes the mascot of Colebourn's regiment and is sent to the war in Europe with her owner. But when Colebourn is told they are being shipped from England to fight in France, he knows he can't take his bear with him. And so Winnie the

bear is taken to the London Zoo.

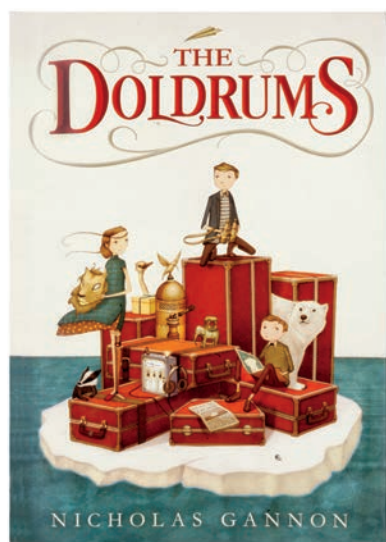
The second true story is about Winnie, A.A. Milne and his son Christopher Robin Milne. Christopher Robin saw Winnie at the zoo, befriended her and decided to name his beloved stuffed teddy bear after Winnie.

These potentially complicated retellings are elegantly written, and in language that can be easily followed and enjoyed by everyone. The stunning illustrations tell the story with sophisticated simplicity and style. My primary students and I really enjoyed reading it.

Margaret Buckworth, OCT, is a visual arts, drama and dance teacher at Red Maple Public School in Richmond Hill, Ont.



Finding Winnie, HarperCollins Canada Ltd., Toronto, 2015, hardcover, ISBN 978-1-4434291-84, 48 pages, \$19.99, harpercollins.ca



The Doldrums

BY NICHOLAS GANNON

As soon as I looked over *The Doldrums*, I knew this was a book I had to read with my Grade 5 son. It has it all: adventure, tongue-in-cheek humour, beautiful, expressive writing and gorgeous illustrations.

This is the story of Archer B. Helmsley, a lonely boy living in a grand house filled with artifacts from his

explorer grandparents' many expeditions, including an array of stuffed animals who have become his only friends. Archer is determined to have great adventures in life, despite the fact that his mother confines him to home and school, afraid he has inherited his grandparents' "tendencies." When two new children move into the neighbourhood, the three become fast friends. Archer and the two others — Oliver Glub, a shy, nervous boy, who most definitely does not want adventures (he

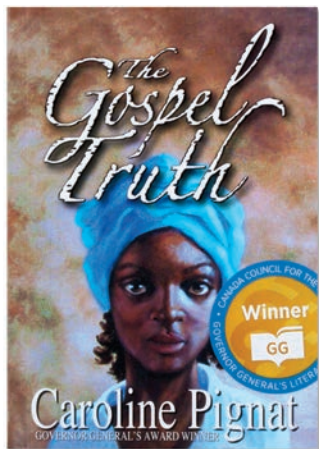
only wants "far-death experiences") and Adélaïde L. Belmont, a former ballerina from Paris who lost her leg in a freak truck accident — soon become inseparable.

When Archer discovers his grandparents have gone missing while on an expedition in Antarctica (on an iceberg no less), he decides to go find them and conscripts his new best friends to help. Plans are made, lists are drawn up, secret practice camp-outs occur and bags are packed, all while avoiding detection by Archer's overbearing mother and one particularly suspicious and nosy teacher.

Over the next few weeks, my son and I read a couple of chapters each night, though he usually wanted more, and to be honest, so did I. *The Doldrums* is a funny, clever, quirky, well-paced, action-packed book. Gannon doesn't shy away from difficult topics either, such as bullying, indifferent parents and abandonment. Like the books of Roald Dahl and Trenton Lee Stewart, *The Doldrums*, appropriate for Grades 4 to 7, is populated by brave, intelligent children overcoming difficulties to experience grand adventures together. As an added bonus, the book has a fantastic website, nicholasgannon.com, filled with stunning illustrations, plot discussion and videos.

Terri Lawrence-Taylor, OCT, is an anatomy and physiology instructor with the nursing program at St. Clair College in Windsor.

The Doldrums, Greenwillow Books (an imprint of HarperCollins Publishers), New York, 2015, hardcover, ISBN 978-0-06-232094-0, 340 pages, US\$17.99, harpercollins.ca



The Gospel Truth

BY CAROLINE PIGNAT

The Gospel Truth tells its truths through the voices of six very different characters living on a tobacco plantation in the American South of the 1850s. Written in dramatic free verse, each voice offers the reader progressively deeper insights into the daily struggles of slaves living during that period. We also hear the voice of the slave master whose

perspective provides a fascinating counterpoint to those of his slaves. Ideas of freedom, ownership, courage and loss are deftly woven into the novel, augmenting empathy and engagement with the characters' intense yearning for freedom.

The importance of literacy and education is a focal theme running through the novel. Intuitively knowing the power of literacy, slaves would steal the dictionary at night and teach themselves to read. Meanwhile, slave owners, keenly aware

of the ascendancy that such knowledge could unlock, tried to keep it from them. Pignat taps into the emotional underbelly of the slaves' lives, portraying their feelings of loss, shame and desperation with sensitivity and eloquence. The vital role that Canada played in helping fugitive slaves escape to freedom is also highlighted through the inclusion of Dr. Bergman, a fictional character based on Dr. Alexander Milton Ross, a Canadian abolitionist who was a key figure in the Underground Railroad.

Each voice is raw and powerful and the story is easy to follow, making this award-winning novel an excellent candidate for reading aloud. Perhaps even more effectively, it could easily be transformed into a vehicle for reader's theatre, giving students an opportunity to delve into the heart of a character. Ideally suited to junior/intermediate classrooms, it could be read as a stand-alone or as part of a unit during Black History Month. The book offers a unique perspective and gives voice to a people muted in the past but never again to be silenced.

Andrea Murik, OCT, is an alternative secondary school teacher with the Grand Erie District School Board.

The Gospel Truth, Red Deer Press (an imprint of Fitzhenry & Whiteside), Markham, 2014, softcover, ISBN 978-0889-954-939, 328 pages, \$12.95, fitzhenry.ca

The Marvels

BY BRIAN SELZNICK

The Marvels propels the reader quickly (and deeply) into the mysterious visual history of the Marvel family. Their story unfolds through a series of cinematic illustrations, which play like storyboards for a movie we create in our minds. Before you know it, you're 400 pages in, without having read a single paragraph of text. Hundreds of years of the Marvel family's lives play out on a stage constructed by your own imagination. The illustrations build toward a climactic moment so stunning that not even the most reluctant reader could resist diving into the prose that follows.

Selznick has crafted a masterful genre unto its own. His unique brand of storytelling cleverly juxtaposes his illustrations with a marvellous mystery in prose, which fills the back half of the 650-plus pages. In his previous novels, *The Invention of Hugo Cabret* and *Wonderstruck*, Selznick frequently jumps between pictures and prose. *The Marvels* differs slightly, in that it front-loads the reader's interest and commitment by presenting most of the gorgeous pencil drawings at the beginning. The illustrated entry point prompts the mind to establish the connections between what follows in novel form with what we discovered at the outset through visual storytelling. Fortunately, the back half of the novel keeps us as fully entertained by words as the front half did with pictures.

The story at the centre of *The Marvels* involves the majesty of live theatre and the storied history of British stagecraft, just as *Hugo* explored the allure of the early days of film and *Wonderstruck* captured the transporting power of museums. Selznick is a master at kindling the nostalgic love we have for centuries-old art forms. His inventive style feels like an exciting new reading experience, yet familiar in its timeless, artful storytelling. He manages this by grounding his stories in a small cast of characters who come to discover more about each other and themselves through the magic of make-believe.

The mystery of *The Marvels* will captivate readers 10 and older from cover to cover. The book itself is crafted in a beautiful classic style, complete with gold embossed page edges and an ornate cover design. Buy it the moment you see it; the book is every bit as beautiful as its cover.

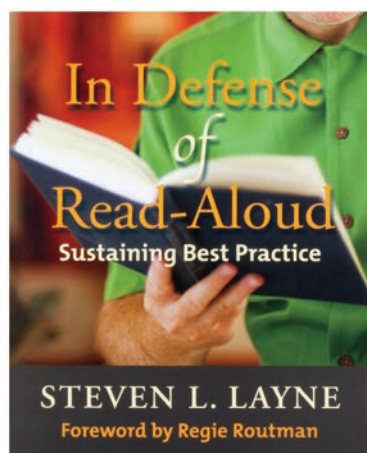
Joe Restoule General, OCT, is a learning resource teacher with Six Nations Schools in Ohsweken.



The Marvels, Scholastic Canada, Toronto, 2015, hardcover, ISBN 978-0-545-44868-0, 672 pages, \$36.99, scholastic.ca

In Defense of Read-Aloud: Sustaining Best Practice

BY STEVEN L. LAYNE



If you have any lingering doubt about the importance of reading aloud, this book provides research-based evidence on the positive effects of reading aloud on

student engagement, thinking and reading achievement. Teachers are encouraged to develop a read-aloud plan for the year, selecting from a variety of genres, especially non-fiction. Because students are listening rather than reading, they are able to access books a year or two above their grade level, and by “listening up,” as the author explains, they are exposed to a wider range of literary complexity.

Layne stresses the importance of seating arrangements, of launching new texts with thought and foresight, of regularly scheduled (and not-to-be-cancelled) reading sessions, and of allowing ample time for debriefing at the conclusion of each reading.

Being familiar with the book in advance is also essential. This helps to ensure that teachers implement the book’s strategies effectively and plan for creating connections to reading skills such as visualization, inferencing, main

idea, sequencing, determining the meaning of new vocabulary from context and the author’s overall intent.

Of particular interest is the author’s advice on dealing with problems that can arise, such as students who would rather disrupt than listen or who want to draw while you read.

In Defense of Read-Aloud is a persuasive text, not only because of the merits of its arguments, but also the style in which it is written. Teachers will be engaged, amused, enlightened, empowered and rendered more pedagogically effective. The book has only one drawback. Like many professional texts, it is written for an American audience, so some, but not all, of the recommended texts would be more relevant to American children.

Jan Hendry, OCT, is a retired elementary teacher in Sudbury.

In Defense of Read-Aloud: Sustaining Best Practice, Stenhouse Publishers, Portland ME, 2015, softcover, ISBN 978-1-62531-040-8, 179 pages, US\$23, distributed by Pembroke Publishers, pembrokepublishers.com

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8 ways to play your way to lifelong health and happiness

Play is the way children learn and grow — the research is clear. But play is equally important for us throughout our lives. Here are eight ways to bring play into your day.

by Jim Grieve, Executive Director, RTO/ERO

1. Hack your brain

As educators, we know the brain benefits of play for children. Same goes for adults of all ages. If you have 10 minutes in your day for a “play break,” your brain will be rejuvenated and you’ll think better. It might be doing a puzzle, singing (and dancing!) along to a song you love – anything that gives you a fun, playful change of pace.



2. Read all about it

Not all play is rough and tumble. Play can be what you define it to be. Like many of you, there’s nothing more fun than reading – or listening to – a favourite book.



3. Be the joker

Find ways to bring humour and laughter into your day. Whatever gives you a laugh or makes you smile is well worth your time.

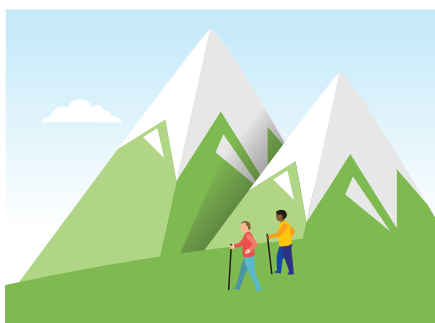


4. You’ve got to move it, move it

We’ve all heard the stats about the need for more exercise. Often, what’s missing is the fun. Think about what you enjoy – or make it social. Put the play back into being more physically active.

5. Nurture nature

There’s a big trend toward “active outdoor play” for children. Let’s get in on that as adults of all ages. Tag along with a child if you need to get started.



6. Create your play zone

What’s your creative outlet – painting, writing, singing, playing a musical instrument? For me, it’s playing the drums. Maybe you’ve let it go because you feel you don’t have time. Reboot this creative play outlet and the joy that comes with reclaiming this important aspect of your life.



7. Be your own social secretary

Children don’t usually play alone, so plan some “play dates” for yourself or schedule a date night with your special someone. Regardless of your relationship status, date night can definitely ramp up the fun factor in your life.

8. Mindfulness matters

Social connections are certainly important for play and fun. But it’s also fun to schedule time for yourself. Nothing is more than time to meditate, treat yourself at a spa – or whatever you find relaxing and rejuvenating.



THE RETIRED TEACHERS OF ONTARIO
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A BETTER BULLETIN BOARD

A Grade 7 and 8 math teacher converts an old-school cork surface into a 21st-century digital display.

BY STEFAN DUBOWSKI



Brian Aspinall, OCT, uses QR codes in class to link lessons to online examples.

THE CHALLENGE: Make better use of traditional bulletin boards to engage students in the learning process.

THE SOLUTION: Have students find web examples to illustrate a lesson. Using free online software, create QR codes that link to those examples. Pin the codes to a bulletin board, where they can scan the codes with smartphones and tablets to see the links and learn from one another.

LESSONS LEARNED: Imagine transforming a plain old bulletin board into a high-tech space where students can demonstrate creativity and resourcefulness. That's what Brian Aspinall, OCT, did for his Grade 7 and 8 homeroom students. A teacher at Indian Creek Road Public School in Chatham, Aspinall used simple software, a printer and mobile devices to engage his class and display their work in a whole new way.

PHOTO: MATTHEW LITTELO

In addition to making better use of standard bulletin boards, Aspinall also wanted to reinforce skills that students need to master in this information age, like the ability to discern whether or not online information is credible. He brought it all together using mobile technology, a lesson in mathematical probability and QR code software.

He tasked his class with finding effective online examples of probability — such as videos of coin-flip experiments. Then he had the students use **GoQR.me**, free online software for creating QR codes linked to websites.

When you hold a mobile device up to a QR code, the image will direct the device to a particular website. In Aspinall's class, students linked the codes to the sites they found. Then they printed the codes on paper and attached the images to the bulletin board, where they could scan them to see the websites their peers recommended.

YOU CAN DO IT TOO!

WHAT YOU'LL NEED:

- a printer
- a bulletin board
- access to free online QR code generator software such as **GoQR.me**
- smartphone or tablet with a QR code-reading app

STEPS TO TAKE:

- 1) Have students find web videos, stories and other examples of your lesson.
- 2) Use the QR code generator software to create QR codes linked to the examples your students find.
- 3) Print the QR codes and pin them to the bulletin board.
- 4) Let students scan the codes with smartphones and tablets, equipped with a code-reading app, to see the websites their peers found.

OBSERVATIONS: Aspinall was pleased that students assessed the images, videos and stories they found online, deciding whether they were credible and useful before sharing them with classmates.

The students also benefited from the chance to discover resources that spoke to them. "For students who aren't working at grade level, they may find an example that they understand rather than struggle with the textbook," Aspinall says.

Some students took the concept into their personal lives. One young man convinced his father to use QR codes on his work trucks to promote his business, while another taped QR codes around the home to get the weather and sports scores. For those youngsters, the QR code exercise may have helped spark important skills such as entrepreneurial thinking and media literacy. Broadly speaking, the bulletin-board rejuvenation project provides a link between traditional education tools and new learning strategies. **PS**

The College's professional advisory Use of Electronic Communication and Social Media (oct-oeco.ca/liqmDeO) guides members' professional judgment in the use of technology.

HELPFUL HINT: Brian Aspinall, OCT, advises teachers to fearlessly try new technology for the first time, along with your students. "It's a great way to model the process of problem-solving and risk-taking," he says. "And it's safe place to fail."



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governing ourselves

Governing Ourselves informs members of legal and regulatory matters affecting the profession. This section provides updates on licensing and qualification requirements, notification of Council resolutions and reports from various Council committees, including reports on accreditation and discipline matters.

SCHOLARSHIP WINNERS

CELEBRATING FUTURE TEACHERS



(Left to right) Deputy Registrar Joe Jamieson, OCT, Council Chair Angela De Palma, OCT, scholarship award winners Nadine Wyczolkowski and Alexis de la Torre, and CEO and Registrar Michael Salvatori, OCT.

Nadine Wyczolkowski's own education started on a rocky foundation. She remembers vividly the early morning of her second day of Junior Kindergarten, strongly clinging to her mom's arms while the teacher was trying to pull her away. She spent a good part of the morning sitting on a chair, crying in a coatroom. Fortunately, things got better and Wyczolkowski soon met a number of passionate and caring teachers who promoted positive behaviour in the classroom.

"I have been blessed to have several teachers who significantly influenced me by bolstering my self-confidence," she says. "They encouraged me to test my limits and supported me."

Wyczolkowski is among the three new recipients of the Ontario College of Teachers' Scholarship for Excellence in Teacher Education Program. Read on to find more about our scholarship recipients and how their own teachers inspired them.

**Ontario College of Teachers
Scholarship — Intermediate/
Senior Recipient:**
Nadine Wyczolkowski,
**teacher candidate in the
concurrent education
program at York University**

School (and life) has led Wyczolkowski to take on leadership and teaching roles

in the arts, athletics and governance.

At university, you can see her walking the grounds to attend various meetings. One morning, she might be discussing a specific point on the Faculty Council of Liberal Arts and Professional Studies, where she is an elected student representative. In the afternoon, she might be expressing herself as a student councillor of the Student Council of Liberal Arts and Professional Studies. The teacher candidate was a part-time teaching assistant at Kumon Math and Reading Centre, where she worked with students with various learning exceptionalities.

Wyczolkowski once spent a summer in Spain. But if you're thinking beaches and sangria, think again. She was busy digging at an archaeological site so she could learn more about Roman military and imperial power in that part of the world.

The York University student remembers fondly her Grade 12 law teacher, Freddy Stefaniuk, OCT, who is currently her mentor teacher for her practicum. His calm demeanour and sense of humour helped to create an open learning environment.

"In his classroom he incorporated his love of sports by dressing the walls with sports team jerseys, flags and movie posters, which made it a fun space to learn in," she says.

Wyczolkowski hopes to teach geography and instil love for this subject. "I hope students can go beyond the stereotypical view of geography as dealing with colouring maps and a compass rose," she concludes.

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SCHOLARSHIP WINNERS

Ontario College of Teachers Scholarship — Primary/Junior or Junior/Intermediate Recipient:
Alexis de la Torre,
teacher candidate in the concurrent education program at Brock University

A problem-solver and relationship-builder is how Alexis de la Torre is described by people who work with her. One person mentioned a personality trait she has that many admire: a distinct calmness in approaching students.

This valuable asset is serving her well as a volunteer and part-time employee at The York Centre for Children, Youth and Families, where she works with students between six and 18 years old who have challenges like obsessive compulsive disorder, schizophrenia and autism spectrum disorder.

What's de la Torre's secret to improving student success? Demonstrating a deep understanding of who they are as individuals. When thinking about her own teachers who showed this understanding, one in particular stands out: her dad, Antonio, an OCT. "He allowed each student to be seen as an individual," she says. "By seeing how he focused on his students' strengths, rather than their weaknesses, my dad has helped me to become a patient and understanding educator."

The Brock University student is appreciative of her teachers who gave time, passion and energy to extra-curricular activities. She wants to create similar positive learning experiences by using her musical and athletic abilities.

Joseph W. Atkinson
Scholarship for Excellence in Teacher Education
Recipient: **Emily Runstedler,**
teacher candidate in the concurrent education program at Nipissing University

Emily Runstedler's vast experience in education — working with elementary school students who are struggling with reading, teaching English to newcomers to Canada, and coaching volleyball and basketball — taught her the importance of demonstrating her passion for learning in order to foster that same feeling in students.

Runstedler has also devoted her time to helping young children develop English and French language skills, focusing on phonics, reading and comprehension. Visit her at home and you will find dozens of binders she has created on a variety of teaching techniques including motivational tactics, effective classroom routines and procedures, and goal-setting.

The Nipissing student, who is completing an Honours degree in contemporary studies, has received many awards and distinctions, including being on the Dean's Honour Roll for four consecutive years.

Runstedler recalls going through a period in her life where she really struggled with her French course. She remembers her teacher, Bob Howard, taking time out of his day to help her. "He really gave me the confidence I was lacking," she says. "He understood that there's more to teaching than just the content, and he incorporated important life lessons into his teaching."

Runstedler is currently on an exchange program in France. She hopes to teach French in a way that "all children will be excited to learn it." **PS**

The Ontario College of Teachers Scholarship Program recognizes and supports excellence in teacher education. This is done through the awarding of annual scholarships to assist in the education of future teachers.

**Applications for the 2016–17 Scholarship Program
will be available at oct.ca on March 1.**

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YOUR FEES

AT WORK

At \$150, the College's annual membership fee* remains one of the lowest of any self-regulating professions in Ontario. Here we provide a visual breakdown of how your annual fee funds College activities.



\$7.52

COUNCIL AND COMMITTEES

→ the costs of Council and committee meetings

\$5.29

CAPITAL ASSETS

→ the purchase of computer equipment, office equipment and furniture



\$22.03

COMMUNICATIONS

- communication with the public on behalf of the College's members
- the creation and distribution of *Professionally Speaking/Pour parler profession*, the College's official publication
- ongoing communication with the public, College members and education stakeholders via the College website
- provision of services in English and French



\$30.56

CORPORATE SERVICES

- support to Council and College operations through human resources, policy and development, information technology, office services and maintenance
- mortgage capital payments





\$33.64
INVESTIGATIONS AND HEARINGS

- intake and investigation of complaints against members
- discipline and fitness to practise issues
- support for the Investigation, Discipline and Fitness to Practise committees

\$8.73
OCCUPANCY COSTS

- building costs
- property taxes


\$8

OFFICE OF THE REGISTRAR

- the overall leadership of the College
- the finance and accounting of the College


\$20.92
SERVICES TO MEMBERS AND APPLICANTS

- assessment of all applications and certification of those applicants who qualify for membership
- outreach to new applicants
- updating the Certificates of Qualification and Registration for members with additional qualifications
- annual renewal of College members
- maintenance of the public register

\$13.31

STANDARDS OF PRACTICE AND ACCREDITATION

- accreditation of pre-service and in-service teacher education programs
- articulation of the ethical standards and standards of practice for the teaching profession
- development of the enhanced teacher education program
- Additional Qualification policy development

COUNCIL SUMMARY: NOVEMBER 5–6, 2015

At its meeting on November 5–6, 2015, College Council:

- referred four recommendations contained in a report from the Public Interest Committee to the Discipline and Investigation committees for study, review and to report back at the March 2016 meeting of Council;
- 1) That Council recommend to the Minister of Education that the College's legislation be amended to allow board complaints to be dealt with as regular employer notifications;
- 2) That Council recommend to the Minister of Education that the College's legislation be amended to realign the definition of "incompetence" as it appears in the College's legislation to correspond to the five domains and 16 competency statements delineated under the Teacher Performance Appraisal process;
- 3) That Council recommend to the Minister of Education that the College's legislation be amended to allow for the publication of summaries of Discipline Committee decisions involving incompetence;
- 4) That the College consider publishing full Discipline Committee decisions in CanLII, a legal database

that is available to the public without charge.

- referred a motion to the Discipline and Fitness to Practice committees to review and report back to Council in March about sharing members in order to increase efficiencies;
- received the Registrar's report providing an update on activities related to strategic priorities;
- received Chair Angela de Palma's quarterly report;
- approved changes to Accreditation regulation about establishing and directing panels;
- received a report from the Public Interest Committee;
- approved that the Registrar change the name of a qualification to "Teaching Students with Intellectual Disabilities" to reflect contemporary terminology;
- rescinded a previous Council motion in order to give greater flexibility to the types of organizations that can provide Additional Qualification courses;
- amended its bylaws to appoint five members of the Quality Assurance Committee, one of whom will be the Chair of Council;
- approved revisions to the Standard Procedures of Council and the Executive Committee including the ability to vote electronically via e-Scribe;

- approved revisions to standard procedures for committees of Council, work groups and subcommittees; and
- referred the teleconference protocol for meeting participation to the Executive Committee.

COUNCIL SUMMARY: DECEMBER 3, 2015

At a special meeting on December 3, 2015, College Council:

- approved amendments to the Accreditation regulation to streamline the process for reviewing changes to accredited programs, resulting in greater efficiencies, time and cost saving for program providers and the College;
- amended Council member compensation policies affecting meeting cancellations and the early adjournment of meetings;
- passed a balanced College budget for 2016 of \$37,381,901, resulting in a fixed membership fee of \$150; and
- honoured Emily Runstedler, Alexis de la Torre and Nadine Wyczolkowski, respective recipients of the College's Joseph W. Atkinson Scholarship for Excellence in Teacher Education, the Ontario College of Teachers' Primary/Junior or Junior/Intermediate Scholarship and the Ontario College of Teachers' Intermediate/Senior Scholarship. **PS**

COLLEGE NEWS

WELCOMING SPACES FOR EVERYONE

The public washrooms on the College's 12th, 14th and 15th floors have undergone a subtle but important change. The College has proudly added new gender-neutral signage to these facilities.

The College's public washrooms are already single-stall and wheel-chair accessible, in keeping with Ontario's *Human Rights Code*. The addition of gender-neutral signage, however, actively signals our washrooms are welcoming

spaces for everyone to use. Inclusive design removes implicit or explicit barriers, prevents discrimination and promotes equal accessibility. It's about creating spaces that are accommodating, open and safe.

Ontario legislation protects a person's choice of washrooms, but these regulations are relatively new. The College has long supported inclusivity and diversity. The Ethical Standards for the Teaching



Profession encourage us to model respect, honour human dignity and show compassion. Gender-neutral signs are just one visible expression of our professional commitment. **PS**

NEW COUNCIL MEMBER

**Colleen Landers**

The College Council welcomes new Council member Colleen Landers, RN, who was appointed in December 2015 for a three-year term. A resident of Timmins, Landers is a registered nurse and medical device reprocessing technician.

For 26 years, Landers has been a trustee for the Northeastern Catholic District School Board, including serving as its chair. She has also served as the Ontario representative on the Canadian Catholic School Trustees' Association. She is an author, lecturer, facilitator, certified Accreditation Canada surveyor for health-care facilities, and a member of the Health Canada scientific advisory committee for the improvement of reprocessing practices.

Landers is also experienced in operational aspects of medical device reprocessing, operating room, infection control, material management, laundry, and endoscopy. Committed to improving Canadian health care and ensuring that all patients

receive quality care, she has worked to improve processes, educate staff, and drive and implement standards to reduce costs and improve service. Landers has been a member of the CSA Technical Committee on Sterilization for the past 10 years.

Certified as an registered nurse in 1967, Landers has also received certification in intensive care, maternity, fetal monitoring, CPR, operating room functions, medical device reprocessing, and management skills. She has worked as a nurse, nurse manager and assistant head nurse, a medical device reprocessing technician, an Accreditation Canada surveyor, and an instructor for the Central Service Association of Ontario.

Among her many accomplishments, Landers was awarded a Queen Elizabeth II Diamond Jubilee Medal in 2012 for her volunteer work, is a 2008 Timmins' Women of the Year award recipient, and the 2005 recipient of the CSA Healthcare Award. She is a founding member and president of the KidSport Timmins organization, past president of the Catholic Women's League of St. Anthony of Padua parish, and was a member of the Cochrane Low Rental Housing Board in 2002 and 2003. **PS**

INVESTIGATION COMMITTEE CASE STUDY

LETTERS OF SUPPORT

The College's Investigation Committee considers all complaints made to the College about its members and reviews all information resulting from investigations. The committee can dismiss a complaint or refer the matter, in whole or in part, to the Discipline or Fitness to Practise Committees for a hearing.

The Investigation Committee may also caution or admonish the member in writing or in person, or provide written reminders or advice, or ratify a Memorandum of Agreement reached through the complaint resolution process.

By law, cases under investigation are confidential. For the education of members, the following account, based on facts from real cases, raises important questions about teacher conduct such as what's appropriate and what isn't. Details have been altered to respect confidentiality.

One day in December 2013, a teacher named Bob (fictional name) was asked by a lawyer to write a letter. He was asked to explain, in a letter of support, his personal observations about another teacher's relationship with her ex-husband, Andy (fictional name).

Bob wrote the letter and used the school letterhead, as suggested by the lawyer.

The letter was subsequently submitted in court in legal proceedings related to family issues.

The school board's investigation revealed that the principal of the school

was unaware of Bob's use of the school letterhead. It also revealed that Bob fully co-operated with the investigation and that he showed remorse for using the school letterhead.

During the winter of 2015, Andy complained to the College. He made two allegations about the teacher: that the teacher submitted "evidence" to the court on behalf of the board, and that the letter contained negative comments about him.

If you were a member of the Investigation Committee, what would you do?

THE OUTCOME

The committee decided not to refer the matter to the Discipline Committee. However, it decided to issue an admonishment to Bob in response to the first allegation. An admonishment is a way to communicate the concerns of the Investigation Committee and is not disciplinary in nature.

The committee noted that Bob used the school letterhead, without receiving permission from the school administration, to write a letter to support another College member. It said this was inappropriate because the use of the school letterhead implies that the information contained in the letter is sanctioned by the school.

On the second allegation, the committee decided to take no further action. It felt that it is not inappropriate for College members to provide such a letter of support expressing their personal opinions about an individual.

If you want to use the school letterhead, check the school/board policy or ask the administration for permission.

Three-member panels of the Discipline Committee conduct public hearings into cases of alleged incompetence or professional misconduct. The panels are a mix of elected and appointed Council members. Members found guilty of incompetence or professional misconduct may have their certificate revoked, suspended or limited. In professional misconduct matters only, the committee may also reprimand, admonish or counsel the member, impose a fine, order the member to pay costs, or publish the order in *Professionally Speaking*. Discipline Committee panels have ordered that summaries of these recent disciplinary cases be published in *Professionally Speaking*.

Member: Not identified

Decision: Counselling and conditions
A Discipline Committee panel ordered a former teacher of the Halton District School Board to be counselled for exhibiting a lack of respect for his students in both the language he used and his manner, demonstrating intolerance of his students' requests and failing to demonstrate care, commitment or respect for students with special needs. For example, the panel heard that, in the fall of 2008, the member:

- told students who asked questions to "shut up";
- told students who did not have a worksheet, "Not my problem, it's yours" and refused to make more copies; and
- directed a student with autism to stand in the corner because this student was talking.

The member resigned from his teaching position with the board in October 2008.

The member, who was certified to teach in June 2007, represented himself. He attended the public hearings on November 30 and December 1, 2010, February 15, 22 and August 24, 2011, and January 17, 2013.

The panel found the member, who had taught for less than one year, guilty of professional misconduct and ordered him to be counselled by the panel. Part of this counselling will include a strong recommendation that the member show an improved willingness to seek out and accept constructive criticism from leaders and experienced colleagues in education.

It also directed him to successfully

complete, at his own expense, a pre-approved course on classroom management, with particular emphasis on the use of appropriate language in the classroom environment.

Member: Unidentified

Decision: Reprimand, conditions
A Discipline Committee panel directed a teacher of the Peel District School Board to receive a reprimand for engaging in conduct unbecoming a member.

The member, who was certified to teach in March 2003, attended the August 31, 2015, hearing and was represented by legal counsel.

In May 2014, he physically moved a student out of his way.

He received a letter of discipline from his board and was required to attend anger management counselling and a classroom management course, which he did.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that he appear before the panel to receive a reprimand immediately after the hearing.

In addition, he was directed to provide, within 30 days of the date of the hearing, a written confirmation from the course practitioner and the counselling provider that he successfully completed a classroom management course and anger management counselling.

In its written decision, members of the panel said, "The Committee finds that the course of instruction in classroom management and anger management counselling already completed by the member will assist in his rehabilitation."

Member: Brent Douglas Ashley

Registration No: 492318

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Brent Douglas Ashley, a teacher with the York Region District School Board, for an inappropriate and unprofessional personal relationship with a female student.

Certified to teach in June 2005, Ashley appeared by teleconference when the hearing began on November 2, 2011. He was present and represented by legal counsel when the hearing reconvened on June 18, 2012, and September 13, 2012.

The relationship between Ashley and the student at his school involved kissing, touching, oral sex and sexual intercourse. The activities took place between December 1, 2006, and September 16, 2007, at the school and/or the member's parents' home and/or in the member's vehicle.

At the Superior Court of Justice in Newmarket, Ashley was criminally convicted of one count of sexual exploitation and sentenced to 12 months in prison and two years probation on December 6, 2010.

The Discipline Committee panel found the member guilty of professional misconduct and that he sexually abused a student. The committee ordered that his Certificate of Qualification and Registration be revoked.

In its decision, the panel wrote, "The conduct of the member was unacceptable and in conflict with the duty of a teacher to protect students. The member, as a result of his conduct, has forfeited the privilege of holding a teaching certificate and being a member of the teaching profession."

Member: Johana Beeharry, OCT

Registration No: 421515

Decision: Reprimand, conditions

A Discipline Committee panel directed Johana Beeharry, a teacher of the Toronto District School Board, to receive a reprimand for engaging in

HEARINGS

conduct unbecoming a member.

Beeharry, who was certified to teach in November 1998, attended the August 26, 2015, hearing and was represented by legal counsel.

The misconduct — which happened during the 2011–12 and 2012–13 school years — included using inappropriate language and behaviour toward students. For example, she told a student “I will tie you up to a chair to get you to work.” She also tossed a student onto the carpet and kicked a student.

Following the board’s investigation, Beeharry received a letter of discipline and was required to review the board policy regarding abuse and neglect of students, attend and provide proof of having completed the Behavioural Management System Training, visit a demonstration classroom for students with special needs, and complete anger management counselling.

After another incident occurred in May 2013, the board issued her a letter of discipline, suspended her for five days without pay, transferred her to another school, and required her to attend additional anger management sessions and two restorative practices training sessions.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that she appear before the panel to receive a reprimand immediately after the hearing.

In addition, Beeharry was directed to provide, within 30 days of the date of the order, written confirmation from the course providers of her successful completion of the Behavioural Management System Training program, two restorative practices training sessions and anger management counselling, in a manner satisfactory to the Registrar.

In its written decision, members of the panel said, “The Committee is troubled that the member behaved aggressively towards her young students, and both physically and verbally abused three of those students.”

Member: Paul Chauvin, OCT

Registration No: 199564

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Paul Chauvin, a teacher at the Conseil scolaire de district des écoles catholiques du Sud-Ouest, for physically abusing a student.

Chauvin, who was certified to teach in June 1993, attended the hearing on November 6, 2012, and was represented by legal counsel.

In March 2009, Chauvin wrestled with a student when disciplining him in an effort to confiscate a sweatshirt that was not part of the school uniform. During the altercation, Chauvin “entered into physical contact” with the student who fell against the lockers in the school hallway. The confrontation was captured on the school’s electronic surveillance system.

The Discipline Committee panel found that the force used by the member against the student was excessive and constituted an element of misconduct. It found the member guilty of professional misconduct and ordered that he appear before the panel immediately after the hearing to be reprimanded.

Chauvin was also directed to successfully complete a course in anger management at his own expense within one year.

In its decision, the panel wrote, “As a teacher, it is the member’s duty to be aware of his responsibilities to the students and learn to manage a potentially explosive situation more effectively, without losing control of his emotions.”

Member: Francesco Ciraco

Registration No: 200974

Decision: Suspension, reprimand, conditions
A Discipline Committee panel suspended the certificate of Francesco Ciraco, a teacher at the Toronto Catholic District School Board, for sexually abusing a female colleague.

Ciraco, who was certified to teach in June 1995, attended the June 22, 2015, hearing and was represented by legal counsel.

In April 2009, during an elevator ride in the school, Ciraco told his colleague

that she was beautiful and kissed her on the cheek. He then placed one hand on her right breast and cupped it. With the other hand, he squeezed her left buttock. He then bent over and kissed the exposed portion of her right breast.

His colleague immediately pushed him away as his actions were done without her consent.

Ciraco was found guilty of sexual assault in December 2010.

His board suspended him without pay for three days and transferred him to another school.

The Discipline Committee panel found Ciraco guilty of professional misconduct and ordered that his teaching certificate be suspended for six months and that he appear before the panel immediately after the hearing to receive a reprimand.

In addition, Ciraco was directed to complete a course of instruction in professional boundaries with colleagues and boundary violation issues at his own expense.

In its written decision, the panel said, “Publication with the name of the member identifies to the profession the serious nature of the member’s misconduct and the consequences of such behaviour.”

Member: John George Drynan

Registration No: 140672

Decision: Revocation
A Discipline Committee panel revoked the teaching certificate of retired teacher John George Drynan for possessing child pornography and receiving a criminal conviction for that crime.

Certified to teach in June 1972, Drynan did not attend the March 8, 2012, hearing, nor was he represented by legal counsel.

Drynan’s son was at the family home with his wife and daughter during the holiday season in 2010. He used Drynan’s computer to surf the Internet and when he entered a website into the search field, websites linked to child pornography popped up. He confronted Drynan and the member did not deny searching for child porn. Drynan’s son reported what he saw to police.

Drynan was criminally convicted of possession of child pornography and

sentenced to 12 days in jail, to be served intermittently, and two years probation on May 6, 2011.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked.

In its decision, the panel wrote, “Possession of child pornography is a crime against children and perpetuates a market which thrives on the abuse of children. The Committee finds that the member, by possessing child pornography and by being convicted of possession of child pornography, is not suitable to be in a position of trust and authority over children.”

Member: Paul André Dumais

Registration No: 443535

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Paul André Dumais, a teacher at the Conseil des écoles publiques de l'Est de l'Ontario, in connection with a criminal conviction for possession of child pornography.

Dumais, who was certified to teach in May 2001, attended the November 23, 2011, hearing, but was not represented by legal counsel.

Dumais pleaded guilty to possessing child pornography in September 2010 and was sentenced to nine months in prison and one year of probation in January 2011. His peripheral computer devices had 170 pictures and 44 films of a pornographic nature depicting sexual activities involving intimate parts of the bodies of young girls.

The Discipline Committee panel found Dumais guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be revoked.

In its decision, the panel wrote, “When the member decided to download these pictures and videos, he did indeed take part in the victimization of children — a serious crime. Through his downloading of these images, he was encouraging a market that promotes the abuse of children and indeed puts all children in danger.”

Member: Joseph Kingsley Eyiah, OCT
Registration No: 431213

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Toronto District School Board teacher Joseph Kingsley Eyiah for inappropriate conduct.

Eyiah, who was certified to teach in October 2000, attended the public hearing on June 10, 2015, with his legal counsel.

During the 2008–09 academic year, he made repeated inappropriate comments to female students. The panel also heard that he touched a female student on her back and shoulder and, on one occasion, put his arm around one student, which made her feel uncomfortable and frightened. He also patted one student on her shoulder, which made her feel awkward.

The panel found the member guilty of professional misconduct and ordered him to appear before it immediately following the hearing to receive a reprimand. He was also required to successfully complete, at his own expense, a pre-approved course on appropriate boundaries and boundary violation issues and effective oral communication.

In its decision, the panel said, “The courses that the member is required to take will clarify and reinforce for the member the need to maintain appropriate professional conduct.”

Member: Stephan Gillet

Registration No: 263689

Decision: Suspension, reprimand
A Discipline Committee panel suspended the teaching certificate of Stephan Gillet for accepting thousands of dollars in reimbursements from his school board for teaching and learning materials and a television that were not found at his school.

Gillet, a former principal in the Conseil scolaire de district catholique Centre-Sud, was certified to teach in June 1995. He did not attend the November 23, 2011, hearing, nor was he represented by legal counsel.

From December 2006 to September 2007, Gillet accepted reimbursements

from the school board for \$8,521.40 for teaching and learning materials and \$911.99 for a television. The items were not located at the school. He submitted a final invoice for \$1,749.65 for materials that have not been located. He had not been reimbursed for that amount.

Solution Tree confirmed that it had not issued the invoices submitted to the board for textbook purchases. ISBN numbers on the invoices submitted by Gillet did not correspond to textbooks.

The school board terminated Gillet's employment on November 28, 2007. In a letter that same day, the member agreed to pay back the board \$9,433.39 within 24 months. The board did not receive funds from the member.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that his teaching certificate be suspended for 1½ years and that he receive a reprimand.

In its decision, the panel wrote, “As a principal of a school, he occupied a position of trust and power and he abused his situation and his authority regardless.”

Member: Joseph Georges Yves Lafortune
Registration No: 513274

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Joseph Georges Yves Lafortune in connection with criminal convictions for the sexual touching of four girls and possession of child pornography.

Lafortune, a teacher in the Conseil scolaire des écoles catholiques du Centre-Est, was certified to teach in July 2007. He did not attend the November 12, 2012, hearing, nor was he represented by legal counsel.

Lafortune pleaded guilty to the sexual touching of four girls under the ages of 14 and 16 in December 2010, and to possession of an extensive collection of child pornography in March 2011. He was sentenced to 54 months in prison for the charges in April 2011.

The Discipline Committee panel found Lafortune guilty of professional misconduct and ordered his Certificate of

HEARINGS

Qualification and Registration be revoked.

In its decision, the panel wrote, “The member’s conduct is considered repugnant both by members of the teaching profession and by the public.”

Member: Not identified

Decision: Counselling, conditions

A Discipline Committee panel counselled a teacher at the Algonquin and Lakeshore Catholic District School Board for failing to display appropriate sensitivity to the special needs of a student.

The member, who was certified to teach in June 1985, attended the hearing on July 18, 2011. She was represented by legal counsel.

During the 2009–10 school year, the member taught a male student with an executive function learning disability at a Belleville school. Her inappropriate conduct included telling the student that he would fail if he did not do his French work and sometimes failing to provide him with help when he requested it. She was inattentive to his Individual Education Plan and distributed treats to other students that were not peanut or nut safe knowing that he had a severe peanut/nut allergy.

She also repeatedly told the student in a raised voice: “Stop shaking your head at me.” The school board suspended her for three days for this January 5, 2010, incident.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that she appear before the panel immediately after the hearing to be counselled. The member was also directed to successfully complete a course of instruction on professional boundaries and student sensitivities at her own expense within 90 days.

In its decision, the panel wrote, “The counselling of the member by her peers in respect of her inappropriate conduct serves to reinforce the necessity to maintain appropriate student/teacher boundaries. The counselling will further remind the member to uphold the standards of the profession and not to engage in professional misconduct.”

Member: Not identified

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of an Ottawa-Carleton District School Board teacher for violating student-teacher boundaries.

The member, who was certified to teach in October 2000, did not attend the hearing on June 26, 2015, but was represented by legal counsel.

From the 2007 to 2010 academic years, her conduct was not what was expected from a member of the teaching profession. For example:

- she sent inappropriate messages to students via Facebook and a website and provided her phone number;
- she gave gifts to students including a digital photo album and several pairs of “thong” underwear; and
- she hosted students at her house to swim, watch movies, celebrate a birthday, make ice cream and Christmas decorations, and “hang out.”

She was suspended by the board without pay for 15 days, and a letter of discipline was added to her employee file.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that her teaching certificate be suspended for 90 days. She was also directed to appear before the panel to receive a reprimand.

The panel ordered that she successfully complete, at her own expense, a course of instruction on professional boundaries.

In its written decision, the committee panel stated that “The committee is concerned with the member’s inability to establish appropriate professional boundaries in her relationships with student No. 1, student No. 2 and student No. 3.”

Member: Gilbert Ignatios (Ian) McIntyre

Registration No: 245962

Decision: Suspension, reprimand

A Discipline Committee panel suspended the teaching certificate of Gilbert Ignatios (Ian) McIntyre for repeatedly sexually harassing a new teacher and using his senior position at the school to pursue a relationship with her.

McIntyre, a former teacher with the Toronto District School Board, was certified to teach in June 1974. He was present at his hearing on January 27, 2010, but did not attend, nor was he represented by legal counsel at his hearing on July 26, 2010.

During the 2001–02 school year, McIntyre acted in an inappropriate manner toward a first-year probationary teacher. He frequently entered and disrupted her classroom. He pursued an unwanted kiss, by forcing himself on her at her home. He discredited her spouse and encouraged her to leave him. He used a false pretext — that he had important staffing information relevant to her — to lure her to have coffee with him, and then gave her a “love poem.” She stated in her testimony she felt threatened by the member and that he was stalking her.

McIntyre was dismissed by the school board on May 2, 2003.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that his Certificate of Qualification and Registration be suspended for three months and that he receive a reprimand.

In its decision, the panel wrote, “The Committee considers unprofessional interactions between colleagues as serious. In view of the power imbalance between the member and [colleague], the Committee finds this ongoing sexual harassment by the member even more egregious.”

Member: Amy Louise Mullins

Registration No: 418058

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Amy Louise Mullins for the sexual abuse of a student and other acts of professional misconduct.

Mullins, a former high school teacher with the Simcoe Muskoka Catholic District School Board, was certified to teach in June 1998. The hearing took place January 18–20, January 25–26, February 7–9, May 25–26, May 30–31, June 9 and September 20–21 in 2011, and on March 8, 2012. She attended all the

hearing dates and was represented by legal counsel.

From 2001–03, Mullins had a sexual relationship with a male student. She allowed students in her care to engage in sexual acts. She placed herself in a compromising situation in hotel rooms. She provided, paid for and tolerated alcohol consumption while students were in her care. She continued contact with a student even after forbidden to do so by his parents. She allowed students to stay at her home without their parents' knowledge or approval. She shared a hotel bed with male students in various states of undress.

The school board suspended Mullins in December 2006.

The Discipline Committee panel found Mullins guilty of professional misconduct and ordered that her Certificate of Qualification and Registration be revoked.

Mullins filed a Notice of Appeal to the Ontario Divisional Court on June 4, 2012. The appeal was dismissed on April 22, 2014.

In its decision, the Discipline Committee panel wrote: "The nature of the misconduct demanded the most serious of penalties. The misconduct was so extreme in its nature and of such reprehension that revocation was the only acceptable penalty." Revocation ensures that the member "not be under any illusion about the impact of her behaviour on those who she has harmed, and the damage to the honour of the profession."

General deterrence is achieved by publication with the member's name, the panel said. "The profession in general needs to know what happens when members lose their moral compass and ignore the expectations of ethical behaviour rightly placed on them by society and their peers."

In conclusion, the panel wrote, "The member's behaviour was more than just unfortunate, it was egregious and well beneath the standards of the profession or for that matter, anybody entrusted with the care and guidance of children and young people."

Member: Not identified

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded a former teacher at Algoma District School Board for having a pattern of unprofessional behaviour.

The member, who was certified to teach in June 2002, attended the public hearing on June 8, 2015, with his legal counsel.

In 2013, he did not perform his duties while teaching at his school. One incident involved sending the only student in his classroom to the library to be supervised by another teacher. The second incident involved the member using a computer in the staff workroom when he was supposed to be on hall duty. The final incident involved a student being assaulted in the classroom while the member was outside of the classroom door talking to another teacher.

In 2014, the member voluntarily completed a course in classroom management.

The panel found the member guilty of professional misconduct and ordered him to appear before it immediately following the hearing to receive a reprimand. It also directed the member to successfully complete, at his own expense, within 90 days of commencing employment where a Certificate of Qualification and Registration is required, a pre-approved course on classroom management.

Member: Donovan Anthony Patterson, OCT
Registration No: 196605

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Donovan Anthony Patterson, a former vice-principal from the Dufferin-Peel Catholic District School Board, for using board funds for his personal use.

Neither Patterson, who was certified to teach in June 1994, nor his legal counsel attended the public hearing on October 3, 2014.

The panel heard that in 2012 he had misappropriated board funds when he used the board procurement credit card for personal use on seven occasions.

The board suspended the member with pay pending its investigation. Patterson

subsequently resigned from his employment with the board after he provided a certified cheque of \$561.51 in order to compensate it for the funds used for personal use.

The panel found the member guilty of professional misconduct and ordered him to appear before it within six months of the date of the hearing to receive a reprimand.

It also directed the member to successfully complete, at his own expense, a pre-approved course on ethical behaviour. Patterson needs to successfully complete this course within three months of the hearing date or prior to seeking or engaging in employment where a Certificate of Qualification and Registration is required, whichever is later.

He was also directed not to assume any financial responsibilities in any employment where a certificate is required for a period of two years following the completion of the course.

In its decision, the panel said, "The member abused his powers as an administrator by accessing the board's procurement credit card for his personal use on several occasions."

Member: Unidentified

Decision: Reprimand

A Discipline Committee panel directed a teacher of the Peel District School Board to receive a reprimand for failure to properly supervise his students.

The member, who was certified to teach in April 1982, attended the August 24, 2015, hearing and was represented by legal counsel.

In February 2012, he failed to adequately supervise five of his students on a neighbourhood walk, during which time, unbeknownst to the member, inappropriate sexual interactions took place between some of his students.

He received a letter of discipline from his board.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that he appear before it to receive a reprimand immediately after the hearing.

HEARINGS

In its written decision, members of the panel said, “The Committee accepts that the member’s failure to supervise some of his students, on the occasion in question, was an isolated incident.”

Member: Michael Grant Slater

Registration No: 311476

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Michael Grant Slater, a former teacher employed by the Carleton Board of Education and/or the Ottawa-Carleton District School Board for sexually abusing two male students.

Slater, who was certified to teach in June 1965, did not attend the public hearing on August 24, 2015, nor was he represented by legal counsel.

Between September 1968 and June 1984, Slater committed sexual offences against two male students while he was a teacher at the students’ school. In 2014, he was found guilty of one count of indecent assault, three counts of gross indecency and one count of buggery. He was sentenced to three years incarceration.

The panel found him guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

In its written decision, the panel said, “The member’s conduct has also adversely impacted the public’s trust in the teaching profession as not only did the member prey on children, but he used his classroom as a ‘hunting ground.’”

Member: Yves Étienne Tourigny, OCT

Registration No: 482309

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Yves Étienne Tourigny, a teacher at the Conseil des écoles publiques de l’Est de l’Ontario, for inappropriate conduct with four female students at his school.

Tourigny, who was certified to teach in August 2004, attended the hearing on December 16, 2008. He was represented by legal counsel.

Tourigny admitted that he engaged in inappropriate conduct during the 2004–05

school year. The interactions included sending an email to one student, writing that she and another female student were granted more privileges because they were pretty, nice and quiet in the classroom. He jokingly told another student that if she didn’t wear her long hair down, he would give her a detention.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that he appear before it after the hearing to receive a reprimand.

Tourigny was also directed to complete the Knowing Barriers, Respecting Limits—Module 1 course at his own expense within six months.

In its decision, the panel wrote, “The member’s conduct with regard to the contraventions alleged against and admitted by him was highly inappropriate. He abused his position of authority and trust towards the parents and students.”

Member: Jacques Tremblay

Registration No: 218079

Decision: Admonishment, undertaking
A Discipline Committee panel admonished former College member Jacques Tremblay for conduct unbecoming a member.

Tremblay, who was certified to teach in June 1994, did not attend the public hearings on January 26 and July 7, 2015, nor was he represented by legal counsel.

Tremblay co-authored the novel *The Sateens and the Fake Goddess*. The book, published in 2008, contains sexualized content and sexualized, negative and stereotypical descriptions of characters playing the role of high school students, teachers and educational administrators.

In October 2011, an article by a journalist expressing his opinion on the novel created controversy in the school community.

Tremblay submitted his resignation as a College member in 2014.

The panel found the member guilty of professional misconduct and directed that he receive a written admonishment from the panel. The panel also directed that the College public registry state that

he undertakes to refrain from occupying again any position requiring a Certificate of Qualification and Registration from the College, and to never seek reinstatement of his certificate.

In its decision, the panel said, “Although the characters in his novel are fictional, the public’s perception of a member of the College who describes sexual scenes involving young students is extremely negative. The novel did in fact stir up controversy in the school community, which resulted in a harmful image of the teaching profession and its members.”

Member: William Robert Wallace

Registration No: 102837

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of William Robert Wallace, a former teacher at the Carleton Board of Education, for sexually assaulting a student.

Licensed to teach in June 1974, Wallace did not attend the hearing on May 1, 2015. He was represented by legal counsel.

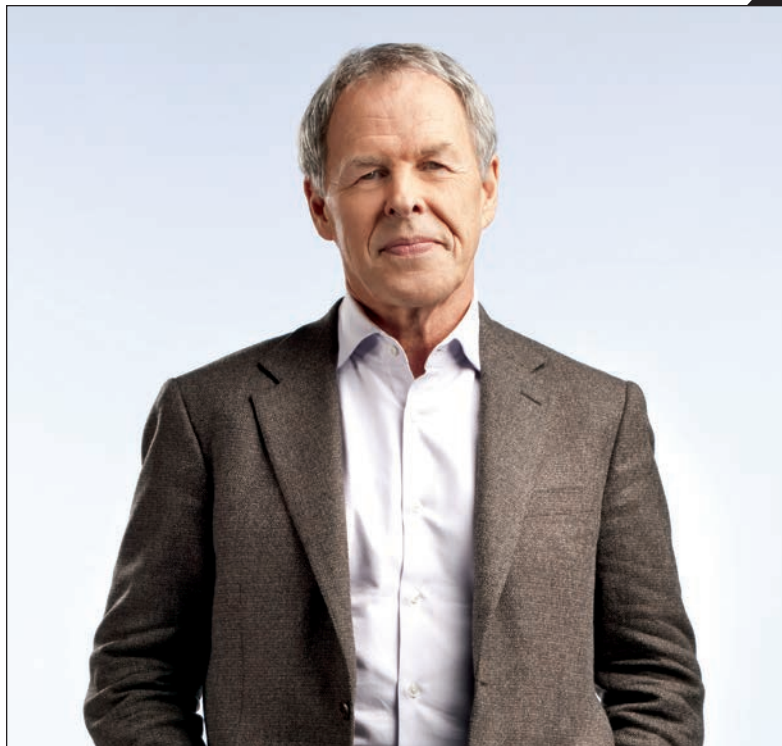
The panel heard that in August 1984, while attending a party at the home of the student’s parents, Wallace committed a sexual assault after he asked to stay overnight to avoid driving home after drinking.

He was arrested the following morning and, in December 1984, was found guilty of sexual assault, sentenced to a conditional discharge and placed on three years probation.

The Discipline Committee panel found Wallace guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

In its written decision, the panel said, “The sexual assault of a student represents the most egregious breach of trust by a person in a position of trust and authority over a student.” **PS**

Copies of the full decisions are available at oct-oeo.ca/INWS629.



KEYNOTE SPEAKER

On May 27, Linden MacIntyre discusses working in the public interest at the 2016 College Conference. For more information, visit events.oct.ca.

NAME: *Linden MacIntyre*

- Born May 29, 1943; grew up in Port Hastings, Cape Breton, N.S., one of three children of Dan Rory MacIntyre, a hard-rock miner and Alice, a teacher
- Received a bachelor of arts degree from St. Francis Xavier University in Antigonish, N.S., in 1964
- Was an federal parliamentary reporter in Ottawa for the *Halifax Herald* (1964–67); held the same position with the *Financial Times of Canada* (1967–70)
- Returned to Cape Breton in 1970 and was a correspondent for the *Chronicle Herald*
- Joined the CBC in Halifax in 1976
- Initiated a 1979 case that resulted in a landmark Supreme Court of Canada decision allowing public access to search warrant documents
- Joined the CBC in Toronto in 1980, and became a producer and journalist on *The Journal* in 1981
- Hosted CBC Radio's *Sunday Morning* (1986–88); became a co-host of *the fifth estate* (1990)
- Won 10 Gemini Awards and an International Emmy
- Awarded the 2009 Scotiabank Giller Prize for *The Bishop's Man*
- Retired from the CBC in 2014

WORD POWER

The former host of CBC's *the fifth estate* shares how books, bullies and a nun impacted his youth.

BY LAURA BICKLE

Describe your school-aged self.

Serious, motivated, insecure.

What was your favourite subject?

History. It had drama, character and narrative structure.

Your most challenging subject?

I found math difficult although I enjoyed the problem-solving aspect and the satisfaction of arriving at conclusions that were unambiguous. I regret not having worked harder to master it.

Who are your favourite writers?

So many, but high on the list: William Trevor, James Joyce, John McGahern, Jonathan Franzen and Michael Crummey.

What are you currently reading?

The Heart is a Lonely Hunter by Carson McCullers, *A House for Mr. Biswas* by V.S. Naipaul and *The War that Ended Peace* by Margaret MacMillan.

Fondest school-related memory?

On several occasions I found it necessary to take a stand against bullies. I recall with some satisfaction that it brought a personal sense of liberation.

If you could create a new course, which would you choose?

I suspect it's being taught already, but a systematic exploration of the rights and responsibilities of citizenship, and the importance of participation.

Most memorable teacher?

My high school English teacher Aggie MacNeil. She was a former nun who felt obliged to remain in a convent until her parents were dead, upon which she emerged and married in middle age. I suppose the life she'd led gave her a particular appreciation of freedom and especially the liberation from the bonds of time and space that we achieve in poetry and literary fiction — ideas explored and presented in essay form. Her teaching was energized by her passion and enthusiasm for the subjects that she taught, and her obvious belief that literature is a pathway into the realm of possibilities.

What natural gift did you wish to possess in the past and present?

In school days, elegance. Now, insight.

As a student, what career path did you dream of following?

The idea of having options was very abstract where I grew up. I read a lot even though access to books was limited. They created a hunger to experience and understand the world. I considered a missionary priesthood and actually started the process of enlisting in the navy, both motivated by a deep desire to travel. The love of reading created a great admiration for writers and the power of telling stories. I would dream of being a storyteller but can't say that I ever considered it to be a viable option.

Best advice received?

I was once tempted to abandon formal education and become, like my father, a hard-rock miner. My father had never been to school. He was entirely self-taught. He loved to read and was an expressive writer of letters. He persuaded me that formal education was fundamental to one's quality of life and for learning how to learn from experience. **PS**



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ADDITIONAL BASIC QUALIFICATIONS

Primary	CONT 563	•	•	•
Junior	CONT 564	•	•	•

ABQ INTERMEDIATE

Business Studies	CONT 652	•
Computer Studies	CONT 758	•
English	CONT 770	•
Family Studies	CONT 687	•
French	CONT 769	•
Geography	CONT 795	•
Health & Physical Education	CONT 606	•
History	CONT 789	•
Mathematics	CONT 573	•
Native Studies	CONT 638	•
Science - General	CONT 609	•

ABQ SENIOR

Biology	CONT 773	•
Chemistry	CONT 605	•
English	CONT 771	•
Geography	CONT 772	•
History	CONT 794	•
Law	CONT 637	•
Mathematics	CONT 574	•
Physics	CONT 608	•
Social Sciences	CONT 635	•
Science - General	CONT 610	•
Visual Arts	CONT 614	•

HONOUR SPECIALIST

Biology	CONT 586	•
Business Studies	CONT 640	•
Chemistry	CONT 587	•
Dramatic Arts	CONT 588	•
English	CONT 590	•
Family Studies	CONT 688	•
French	CONT 591	•
Geography	CONT 592	•
Health & Physical Education	CONT 596	•
History	CONT 593	•
Mathematics	CONT 594	•
Musical	CONT 582	•
Physics	CONT 595	•
Science - General	CONT 602	•
Social Sciences	CONT 636	•
Technological Education	CONT 598	•
Visual Arts	CONT 599	•

THREE-PART ADDITIONAL QUALIFICATIONS

Cooperative Education Part 1	CONT 681	•
Cooperative Education Part 2	CONT 682	•
Cooperative Education Specialist	CONT 683	•
English Part 1	CONT 539	•
English Part 2	CONT 540	•
English Specialist	CONT 541	•
Family Studies Part 1	CONT 677	•
Family Studies Part 2	CONT 678	•
Family Studies Specialist	CONT 679	•
French Part 1	CONT 536	•
French 2	CONT 537	•
French Specialist	CONT 538	•
Guidance & Career Ed Part 1	CONT 611	•
Guidance & Career Ed Part 2	CONT 612	•
Guidance & Career Ed Specialist	CONT 613	•
Health & Physical Ed (P/J) Part 1	CONT 510	•
Health & Physical Ed (P/J) Part 2	CONT 511	•
Health & Physical Ed (P/J) Specialist	CONT 512	•
Integration of Information & Computer Technology in Instruction Part 1	CONT 701	•
Integration of Information & Computer Technology in Instruction Part 2	CONT 702	•
Integration of Information & Computer Technology in Instruction Specialist	CONT 703	•
Kindergarten Part 1	CONT 801	•
Kindergarten Part 2	CONT 802	•
Kindergarten Part 3	CONT 803	•
Librarianship Part 1	CONT 797	•
Librarianship Part 2	CONT 798	•
Librarianship Specialist	CONT 799	•
Mathematics, Primary & Junior Part 1	CONT 542	•
Mathematics, Primary & Junior Part 2	CONT 543	•
Mathematics, Primary & Junior Specialist	CONT 544	•
Reading Part 1	CONT 533	•
Reading Part 2	CONT 534	•
Reading Specialist	CONT 535	•
Religious Education Part 1	CONT 624	•
Religious Education Part 2	CONT 625	•
Religious Education Part 3	CONT 626	•
Special Education Part 1	CONT 504	•
Special Education Part 2	CONT 505	•
Special Education Specialist	CONT 506	•

ONE SESSION QUALIFICATIONS

Adult Education	CONT 860	•
Occasional Teaching	CONT 825	•
Special Ed - Behaviour	CONT 810	•
Special Ed - Communication - Autism	CONT 812	•
Special Ed - Communication - Learning Disability	CONT 816	•
Student Assessment & Evaluation	CONT 811	•
Teaching and Learning Through e-Learning	CONT 815	•
Use and Knowledge of Assistive Technology	CONT 820	•

TECHNOLOGICAL EDUCATION

Communications Technology Grades 9/10	CONT 403	•
Communications Technology Grades 11/12	CONT 404	•
Computer Technology Grades 9/10	CONT 490	•
Green Industries Grades 9/10	CONT 492	•
Manufacturing Grades 9/10 Blended	CONT 443	•
Technological Design Grades 9/10	CONT 487	•
Technological Design Grades 11/12	CONT 488	•

PROFESSIONAL LEARNING COURSES

Effectively Integrating iPads and Tablets in Teaching and Learning	INTR 400	•
Gamification in the Classroom	INTR 500	•
Teaching the Digital Learner	INTR 410	•

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\$735

- ABQ Intermediate
- ABQ Senior
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- French as a Second Language Part 1

SESSION DATES:

Spring 2016: April 11, 2016 - June 10, 2016
Intercession 2016: May 2, 2016 - June 24, 2016
Summer 2016: June 27, 2016 - August 12, 2016

REGISTRATION DEADLINES:

Spring: March 25, 2016
Intercession: April 15, 2016
Summer: June 10, 2016



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College Chair Angela De Palma, OCT,
(left) with visiting teachers from
the Netherlands.

SPECIAL
FOCUS ON
AQs



COMMITMENT TO **EXCELLENCE**

Delegations of educators from all over the world have made the trek to Toronto to meet with the Ontario College of Teachers. They're curious about what makes Ontario teachers tick and eager to learn — and adopt — some of our best practices. Through an international lens, Ontario teachers shine. A significant part of that is teachers' commitment to ongoing learning and continued professional development.

BY MELISSA CAMPEAU

Each year, Ontario teachers take over 37,000 Additional Qualification (AQ) courses, designed to enhance a particular aspect of teaching. They have 371 courses to choose from, at 37 physical locations, plus many courses offered online.

“When other jurisdictions come to the College to explore the AQ system they’re shocked to learn how many teachers take additional courses on their own time,” says Déirdre Smith, OCT, manager of the College’s Standards of Practice and Education Unit. “No other jurisdiction in the world has the additional qualification system we have.”

To teach specific classes, and at certain levels, teachers are required to take AQ courses. But in many cases, teachers take them voluntarily. AQs are one of several sources of professional development that teachers participate in; others include conferences, workshops, courses and seminars provided by district school boards and teacher federations.

“Most teachers take AQs to respond to students’ needs,” says Roch Gallien, OCT, director of Standards of Practice and Accreditation at the College. They may be dealing with students whose learning differences or particular challenges require a strategy not currently in their skill set. Or they see an opportunity to further develop a skill or explore an entirely new area, to better connect with and teach their students.

“To a large degree, that explains why Ontario schools are performing well,” says Gallien. “We have a high level of qualified individuals teaching in our schools. The natural outcome is great results.” **AQ**

“We have a high level of qualified individuals teaching in our schools. The natural outcome is great results.”

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DEVELOPING GUIDELINES

What a teacher ultimately experiences and learns in an AQ course begins as questions and conversations during the guideline development phase. In addition to a systematic and rigorous research and literature review process, the AQ development team at the College seeks the input of as many voices as possible, in a variety of settings, including consensus workshops and focus groups, and even online questionnaires and Facebook discussions.

“It’s one of the College’s objects to provide for the ongoing education of its members,” says Déirdre Smith, OCT, manager of the College’s Standards of Practice and Education Unit. “When we’re developing AQ guidelines, it’s important that we consult students, families, community partners, teachers

and all stakeholders,” she adds. “It’s a democratic process and it’s essential.” A broader range of voices factoring into the development phase result in AQ guideline content that’s more reflective of Ontario students’ needs.

A few years ago, one of those AQ research discussions involved reaching out to Dawn Clelland, a volunteer member of the Ministry of Education’s Special Education Advisory Committee, representing students who are blind or →

CONTINUOUS REVIEW

In line with the Ministry of Education’s curriculum review, which usually takes place every seven years, the College reviews and updates each AQ course. Frequently taken courses, such as Special Education, are reviewed every five years. AQ courses for principals and supervisory officers are reviewed every five years, as well.



The College consults a wide range of stakeholders in developing AQ course guidelines.

have low vision. Clelland was asked for her thoughts on the College's draft AQ guideline for teaching blind children.

Clelland, who lives in Kitchener, is also a parent of a 17-year-old blind daughter, so she understands first-hand the kind of assistance teachers need when dealing with blind and visually impaired children. Combined, her personal and professional experience told her the guidelines still needed some work. "I was really direct with the College. I told them the course wasn't adequate," says Clelland. "It had nothing on helping blind students with math, nothing on braille, nothing about using technology

to help the students. There were many components that were missing."

Clelland voiced her concerns in detail and recommended the College consult with some additional teachers working in this specialized area. "All I did was ring the bell and say this needs to be better and this is who you need to talk to," she says. "The College was really receptive and genuinely committed to making the guidelines the best they could be," says Clelland. "That openness has turned into a positive change for our children's teachers."

Pierre Beaudin, OCT, has a similar story. In 1995, his second child, Mélodie, was born deaf-blind. Immediately, Beaudin began researching and learning all he could on the subject. When Mélodie was 5, he enrolled in the College's Deaf-blind AQ. Then, while serving as an education consultant for the deaf-blind at the Ministry's Centre Jules-Léger in Ottawa, he was asked to contribute to the development of revised guidelines for the specialist Deaf-blind AQ course, which is offered in both French and English. →

COMMUNITY AND MEMBER INPUT

Once course guidelines are drafted, they're posted on the College website. Members of the public and the profession are invited to review the guidelines and submit comments or concerns, all of which will be considered before the guidelines become final. College members interested in getting involved in the AQ development process should email info@oct.ca.

Provider institutions are welcome to use the posted draft guidelines for new or revised AQs, with the understanding that any and all adjustments to the guidelines, once finalized, should be reflected in their courses.

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*Written by
Guidance Counsellors
for Guidance Counsellors*

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In November 2013, Six Nations Polytechnic was approved by the Ontario College of Teachers (The College) as a Provider of Additional Qualifications Courses for Teachers. Since then, SNP has continued to develop and deliver AQ Courses for Teachers utilizing an Indigenous lens.



SNP is approved to offer the following AQ courses:

- Mathematics Primary/Junior Pt. 1
- Mathematics Primary/Junior Pt. 2
- Teaching Cayuga
- Teaching Mohawk

SNP has also developed **Teaching First Nations, Métis and Inuit Students** and in 2016 will develop courses for **Mathematics Primary/Junior: Specialist, Science and Technology: Primary and Junior**, as well as **Environmental Education**.

Pending sufficient enrolment, SNP will offer the following AQ courses in the summer of 2016.
Summer 2016:

- Mathematics Primary/Junior Pt. 2
- Teaching Cayuga

SNP AQ courses are open to all teachers registered with the college who meet the registration requirements.

Visit our website at
www.snpolytechnic.com for more
information on our planned offerings!

Six Nations Polytechnic (SNP), is an Indigenous controlled institute of higher learning located at Six Nations of the Grand River. SNP's unique mission is the preservation, application and creation of knowledge specific to Ojéweh languages, culture and knowledge while respectfully interacting and informing other knowledge systems. SNP's "two-road" epistemology applies in teaching and research that serve the social, cultural and economic needs of our community and society. SNP is committed to the values of Ga'nig hi:yo:/Kanikoriio (Respect and the Good Mind) for the benefit of all who share this land.

DEVELOPMENT PROCESS

- 1) Background research
- 2) Literature review
- 3) Conversations with key experts in the field
- 4) Consultation process with the public, the profession and education providers, including:
 - Consensus workshops
 - Appreciative inquiry
 - Narrative inquiry
 - Focus groups
 - Online questionnaire
 - Facebook discussions
- 5) Writing team with members of the profession
- 6) Review of the draft AQ guidelines by the Standards of Practice and Education Committee
- 7) Provincial validation involving the public, the profession and educational partners
- 8) Release of the final AQ guidelines to AQ providers

“I was invited by the College — along with other teachers, parents, consultants and experts — to share my own personal experiences as a father, as an education consultant with experience in the field, and also as a francophone,” says Beaudin. “They were very open to understanding what deaf-blindness means to the parents of a deaf-blind child and what it means to an education professional.” He adds, “There’s a very emotional aspect to this, it’s not just theoretical, and they were very willing to consider that.”

Beaudin believes this is a critical strength of the AQ. “That’s a fundamental and essential step in ensuring that a guideline in the end will represent more than just theoretical aspects — it will be flexible and take into account the human dimension of these children and their families.” He adds, “This kind of attention to detail makes all the difference for a teacher and for that teacher’s students.” **AQ**

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Illustration: © Christy Lundy

2040

A woman with short blonde hair and glasses is sitting in a large, modern lecture hall. She is wearing a light-colored blazer over a dark top and dark pants. She is holding a tablet and looking at it. The lecture hall has many rows of empty chairs, and the walls are made of large, light-colored panels. The lighting is bright and even.

PARTNERING WITH PROVIDERS: TURNING GUIDELINES INTO COURSES

Once guidelines are set, universities, colleges and business institutes apply their own structure, filter and expertise in shaping the actual AQs. Although courses adhere to the guidelines and must be accredited by the College, each provider has its own way of doing things, and each brings something unique to the finished product.

Circle of involved teachers

At Six Nations Polytechnic in Ohsweken, Ont., for example, the process goes something like this: Internally, the course development team discusses which AQs they'd like to offer. Then, they consider teachers in the community who might be best suited to lead them. Once a teacher and an AQ have been paired, the work begins in earnest. "We share the guideline with the leaders, they ask us a lot of questions, and they go out and form their committees," says Sara General, a development officer at Six Nations Polytechnic.

The school is the only First Nations educational institution to provide AQs focused on incorporating First Nations, Métis and Inuit perspectives and language into teaching.

"Our intent in doing these AQs is to bring an indigenous lens to the learning experience for the teachers, so we're very conscious of making sure that's infused throughout," says Rebecca Jamieson, OCT, president and CEO of Six Nations Polytechnic. "For each AQ, we've had a circle of teachers working on the courses with us, since they would be the ones to implement the course. We make sure people from the classroom are involved — or even leading — from the very beginning."

The College also works with Six Nations Polytechnic, as it does with other providers, to answer questions and provide support and guidance along the way.

Conversations with the College during the process help the provider strike the right balance. "I know in our very first effort we had to get some advice →



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from the College because we might have had a bit too much of an indigenous approach and didn't articulate the learning outcomes as clearly as the College would like to have seen," say Jamieson. "That was a learning process for us and we appreciate that. We now have a more systematic approach to AQ course development, no matter what the discipline is."

Incorporating classroom experiences

A rigorous, systematic approach is used by many AQ providers, including Brock University in St. Catharines — home to 67 AQ courses. Randy Hill, OCT, curriculum co-ordinator for the Centre for Continuing Teacher Education oversees the development of courses and says the majority of the centre's course developers and instructors are former Ontario teachers or practising teachers,

Although courses adhere to the guidelines and must be accredited by the College, each provider has its own way of doing things, and each brings something unique to the finished product.

many from nearby boards. They work to create courses that are both practical and evidence/inquiry based, designed to better engage learners.

Hill says real-life examples and authentic situations are a critical piece of all their courses. "In our Special Education courses, for example, teachers learn how to develop Individual Education Plans (IEPs) based on realistic case studies, with the focus on elementary and secondary students in Ontario," he says. "Teachers are able to understand the school team process and apply their new learning in IEP development for their students." →

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The centre also regularly partners with a number of Ontario school boards to enlist their help in ensuring courses are developed that will best suit their needs. “For instance, over the last two years we have been working with the District School Board of Niagara and the Niagara Catholic District School Board, providing courses in elementary mathematics,” says Hill. In response to teachers’ needs, the course delivery has a balance of face-to-face classes and online discussion forums. Teachers come to classes and then go back to their own classrooms and apply what they have learned. “Through the online piece within the courses, teacher participants are able to discuss, share, learn and reflect,” says Hill. “As a result, we understand that there is ongoing growth in the classroom instruction of mathematics and student achievement.”

Rigorous review = student success

Once a provider has finished developing and writing the AQ course, they submit it to the College for review.

“We’ve had a fresh look at how things were done,” says Roch Gallien, OCT, director of Standards of Practice and Accreditation at the College.

“Formerly, one team would do all the engaging of community and come up with very rich guidelines,” says Gallien. “Then, when a course was submitted by a provider for review, a different team would go back and reread and try to accredit that information.”

Now, the same team will handle both phases of the development. “It’s a way to streamline things, and it makes sense. Each team will be aware of specifics and nuances and better able to help answer a provider’s questions because they’re closer to the material.” He adds, “This will ensure the courses really reflect the richness of the conversation and understand the spirit of guidelines.”

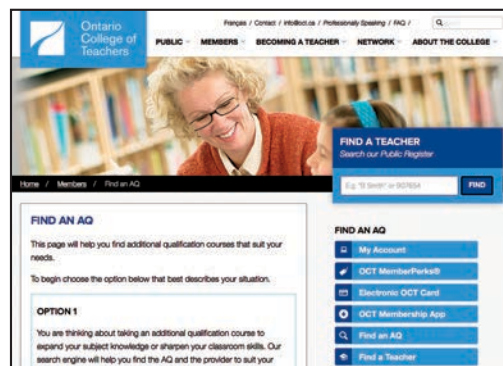
Accreditation is a thorough and deliberate process, and that’s as it

should be, says Jacqueline Boulianne, OCT, senior management co-ordinator with the Centre franco-ontarien de ressources pédagogiques (CFORP) in Ottawa. “It’s a rigorous program to become accredited,” says Boulianne. “Excellence in these AQs enhances the profession.” At CFORP, Boulianne has been involved in the development of a Supervisory Officer’s Qualification AQ. “At this level, the course is intended for people who are part of the management team and have the responsibility of implementing the curriculum and ministerial policies for the schools,” she adds. “Those policies translate to student success. So whatever you do in an AQ, even in a course involving supervisory issues, the ultimate goal is student success.” **AQ**

“Whatever you do in an AQ ... the ultimate goal is student success.”

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For more information and upcoming sessions of Teaching First Nations, Métis, & Inuit Children, please visit our website or contact our office.

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NEW AND IN-THE-WORKS AQs

Later this year the College will release AQ guidelines for teaching LGBTQ students. “We’re really excited about this one because we invited students to participate in its development, as well as educators and parents,” says Déirdre Smith, OCT, manager of the Standards of Practice and Education Unit at the College. “It was really quite profound to hear what students believed teachers needed to do to create inclusive, equitable and just learning environments.”

New guidelines for a three-part teacher leadership AQ will also be available this year. “We anticipate many teachers will take this AQ because there are so many roles for teacher-leaders at our schools and because teacher leadership is central to effective schools and student learning,” explains Smith. In developing the course, the College consulted with 100 teacher-leaders in the province. “These teachers were able to develop policy for their own professional practice, which is extremely empowering,” says Smith.

“On the French-language side, an AQ that is fairly new is Leadership en milieu minoritaire,” says Roch Gallien, OCT, director of Standards of Practice and Accreditation at the College. “Some teachers in Eastern Ontario may come from Québec, where they were part of a majority culture. Now, in Ontario, they’re in a minority setting, and this requires teaching the French language in a different way,” says Gallien. The course aims to help teachers encourage students to embrace and maintain the French culture, as well as the language.

Similarly, there are more than 20 AQs — many of them new — focused on First Nations, Métis and Inuit education, all with a goal of maintaining both culture and language in schools. “We’ve developed many reciprocal relationships with aboriginal communities, and aboriginal teacher education programs with elders and speakers,” says Smith. “As a result of this, for the first time in the history of Ontario, we have a First Nations educational institution

There are more than 20 AQs focused on First Nations, Métis and Inuit education, all with a goal of maintaining both culture and language in schools.

[Six Nations Polytechnic] offering AQ courses. What this means is we’ll have more First Nations teachers on reserves taking AQ courses because they don’t have to travel [to do so].”

The appeal of AQ courses that focus on distinct cultures or offer more general knowledge through a cultural filter may ultimately be quite broad. “Ontario is such a diverse province and that diversity continues to grow. Cultural knowledge and understanding is imperative for teachers,” says Gallien. “Everyone would benefit from understanding some of the very rich cultural insights found in these courses.” **AQ**

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**Have your York-earned AQ or PQP course
count towards a York U MEd degree!**

You can now have your York-earned AQ Specialist, AQ Honour Specialist, PQP Part 1 or PQP Part 2 courses count as a graduate course in the MEd degree at York U. Visit www.edu.yorku.ca/profdev/gradcourse for details.

FIND AN AQ NEAR YOU

Interested in exploring AQ course options? Go to the “Find an AQ” page (oct-oeeo.ca/1NblIVw) on the College website. Once you’re there, search by AQ name and provider institution. There are 371 courses, 37 providers, and many distance/online options in the mix.

If you don’t know the AQ course name, you can also use the site’s general search engine to track down an information page.

If you can’t find the course you’re looking for offered at a local provider, mention it to the College by emailing Déirdre Smith, OCT, Manager Standards of Practice and Education Unit, at dsmith@oct.ca. The College collects all course requests and lets providers know, on a quarterly basis, what members are looking for.

Recently, the College moved to a more detailed search engine that provides members with access to up-to-date course information. AQ providers such as Trent University and Queen’s University have established a data feed in order to more fully participate in Find an AQ. The College invites all providers to do the same. [AQ](#)

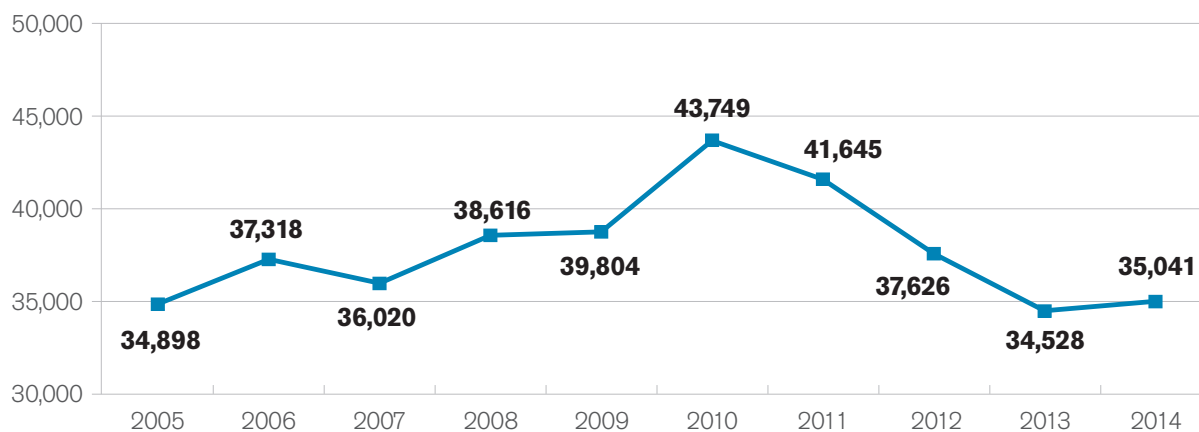


STATS & FACTS

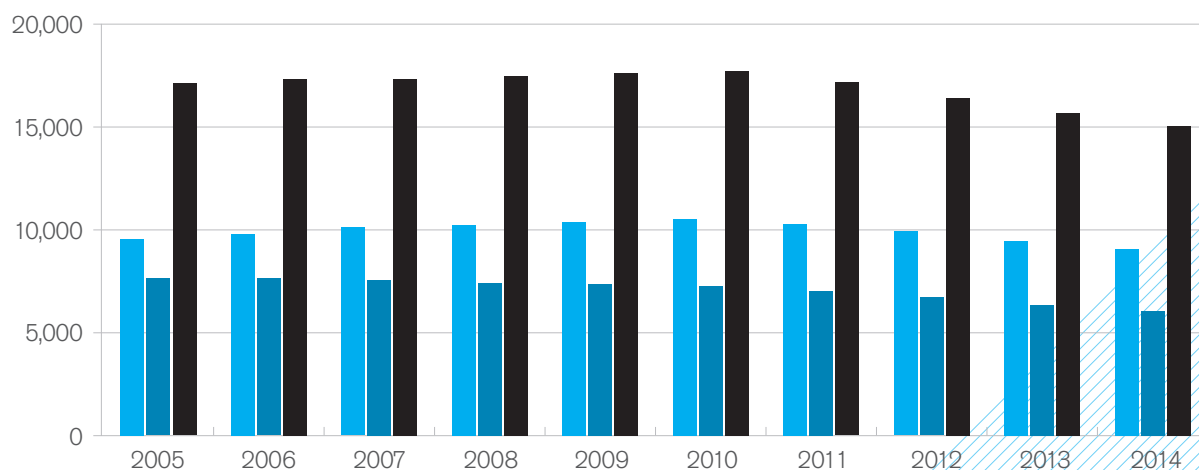
MOST FREQUENTLY TAKEN ADDITIONAL QUALIFICATION COURSES

Special Education, Part 1	5,514
Mathematics, Primary and Junior, Part 1	3,327
English as a Second Language, Part 1	1,863
Special Education, Part 2	1,829
Kindergarten, Part 1	1,539
Special Education, Specialist	1,471
Religious Education, Part 1	1,210
Reading, Part 1	1,124
French as a Second Language, Part 1	1,067
Guidance and Career Education, Part 1	959

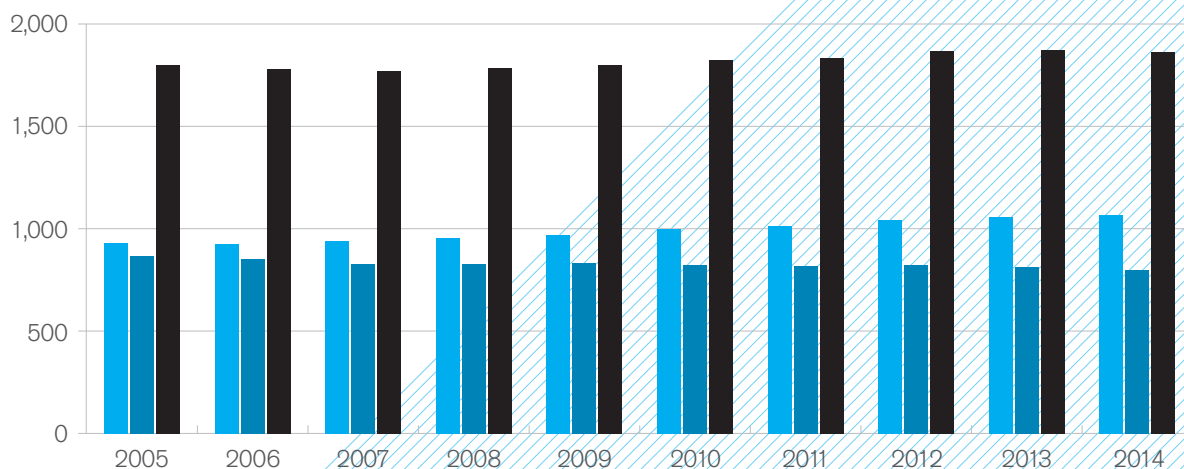
TOTAL NUMBER OF ADDITIONAL QUALIFICATIONS AWARDED ANNUALLY*



MEMBERS WITH PRINCIPAL QUALIFICATIONS (BY GENDER)*



MEMBERS WITH SUPERVISORY OFFICER QUALIFICATIONS (BY GENDER)*



Female Male Total

Master of Education (MEd)

The Master of Education (MEd) program at Brock University engages students in critical reflection, scholarly inquiry, and informed practice.

We offer:

- Full- or part-time study
- Courses at 3 locations: St. Catharines, Hamilton, and Oakville
- A choice of 3 pathways through the program: Course based, Major Research Paper, or Thesis
- Advanced standing for students with successful completion of courses from Part One and Part Two of PQP applying to non-thesis pathway

Select from 3 Fields of Specialization

- **Administration and Leadership**
Theories and practices of sustainable, dynamic organizations
- **Social and Cultural Contexts**
Ideological, sociological, and literary foundations of curriculum and practice
- **Teaching, Learning, and Development**
Concepts and applications of learning across the lifespan

www.brocku.ca/med

*Technological Teacher Preparation program coming in January 2017 -
registration begins in 2016!*

Brock AQ Courses

Experience Matters!

Whether you want to refine your teaching skills, work in a new subject area, or advance your career, Brock's Centre for Continuing Teacher Education offers exceptional AQ courses that are accessible and flexible, with on-site, online, and blended offerings.

What we offer:

- 100 per cent university credits that are listed on university transcripts
- The only Mandarin Language AQ in Ontario
- Full AQ, ABQ, PQP, and tech courses available
- Online, on-site, and blended delivery of courses
- ESL Parts 1, 2, and specialist offered locally, online and in China
- ESL courses in Vietnam coming soon
- Online French as a Second Language (FSL) pretest
- Rigorous curriculum review
- Certificate programs tailored to diverse needs

www.brocku.ca/cte

Ontario Institute for Studies in Education
(OISE) at the University of Toronto.

AQ PROVIDERS

Association des directions et des directions adjointes
des écoles franco ontariennes (ADFO)

Brock University

Catholic Community Delivery Organization (CCDO)

Catholic Principals' Council of Ontario (CPCO)

Centre franco-ontarien de ressources pédagogiques
(CFORP)

Eastern Ontario Staff Development Network

Elementary Teachers' Federation of Ontario

Huron-Superior Catholic District School Board

Indigenous Education Coalition

Kawartha Pine Ridge District School Board

Lakehead District School Board

Lakehead University

Laurentian University

Niagara University

Nipissing University

Ontario English Catholic Teachers Association (OECTA)

Ontario Institute for Studies in Education (OISE)
at the University of Toronto

Ontario Principals' Council

Ontario School Counsellors' Association

Peel District School Board

Redeemer University College

Queen's University

Regis College

Six Nations Polytechnic

The University of Western Ontario

Toronto District School Board

Trent University

Université d'Ottawa

Université Laurentienne

Université Saint-Paul

University of Ontario Institute of Technology

University of Ottawa

University of Windsor

Wilfrid Laurier University

York Catholic District School Board

York Region District School Board

York University



Western Education



TUITION

\$675 ABQ Primary, Junior, Intermediate, Senior, 3-Session AQ
\$725 Honour Specialist, Technological Education

COURSE OFFERINGS

■ Spring Online ■ Summer Online ■ Summer On-site ■ Fall Online

ADDITIONAL BASIC

Primary	■ ■ ■
Junior	■ ■ ■

ABQ INTERMEDIATE

Business Studies	■ ■ ■
Computer Studies	■ ■ ■
Drama	■ ■ ■
English	■ ■ ■
Environmental Science	■ ■ ■
Family Studies	■ ■ ■
FSL	■ ■ ■
Geography	■ ■ ■
Health & Physical Education	■ ■ ■
History	■ ■ ■
Math	■ ■ ■
Music-Vocal	■ ■ ■
Religious Education in Catholic Schools	■ ■ ■
Science - General	■ ■ ■
Visual Arts	■ ■ ■

ABQ SENIOR

Biology	■
Business Studies	■ ■ ■
Chemistry	■
Computer Studies	■ ■ ■
Drama	■
Economics	■ ■ ■
English	■
Family Studies	■ ■
FSL	■ ■ ■
Geography	■
Health & Physical Education	■
History	■ ■ ■
Law	■ ■ ■
Mathematics	■
Physics	■
Politics	■ ■ ■
Religious Education in Catholic Schools	■ ■ ■
Science - General	■
Social Science - General	■ ■ ■
Visual Arts	■

THREE-PART ADDITIONAL QUALIFICATIONS

Business Studies Part 1, 2, Specialist (Acct. Entre. Info. & Comm Tech)	■ ■ ■
Co-Operative Education Part 1, 2, Specialist	■
Drama Part 1, 2, Specialist	■
ESL Part 1, 2, Specialist	■ ■ ■
Family Studies Part 1, 2, Specialist	■ ■
French as a 2nd Language Part 1, 2, Specialist	■ ■ ■
Guidance & Career Education Part 1, 2, Specialist	■ ■ ■
Integration of Information and Computer Tech, Part 1, 2, Specialist	■ ■ ■
Junior Education Part 1, 2, Specialist	■ ■ ■
Kindergarten Part 1, 2, (Specialist - pending accreditation)	■ ■ ■
Librarianship Part 1, 2, Specialist	■
Mathematics, Primary and Junior Part 1, 2, Specialist	■ ■ ■
Music Instrumental - Part 1	■
Primary Education Part 1, 2, Specialist	■ ■ ■
Reading Part 1, 2, Specialist	■ ■ ■
Religious Education in Catholic Schools Part 1, 2, Specialist	■ ■ ■
Special Education Part 1, 2, Specialist	■ ■ ■
Teaching Students who are Blind Part 1, 2, Specialist	■
Visual Arts Part 1, 2, Specialist	■

HONOUR SPECIALIST

Biology	■
Business Studies	■ ■ ■
Chemistry	■
Computer Studies	■ ■ ■
Drama	■
English	■
Environmental Science	■
Family Studies	■ ■
FSL	■ ■ ■
Geography	■
History	■ ■ ■
Health & Physical Education	■
Mathematics	■
Physics	■
Religious Education in Catholic Schools	■ ■ ■
Science	■
Social Sciences	■ ■ ■
Visual Arts	■

TECHNOLOGICAL EDUCATION

Communications, Gr 9/10	■
Technological Design, Gr 9/10	■

PROFESSIONAL DEVELOPMENT CERTIFICATES

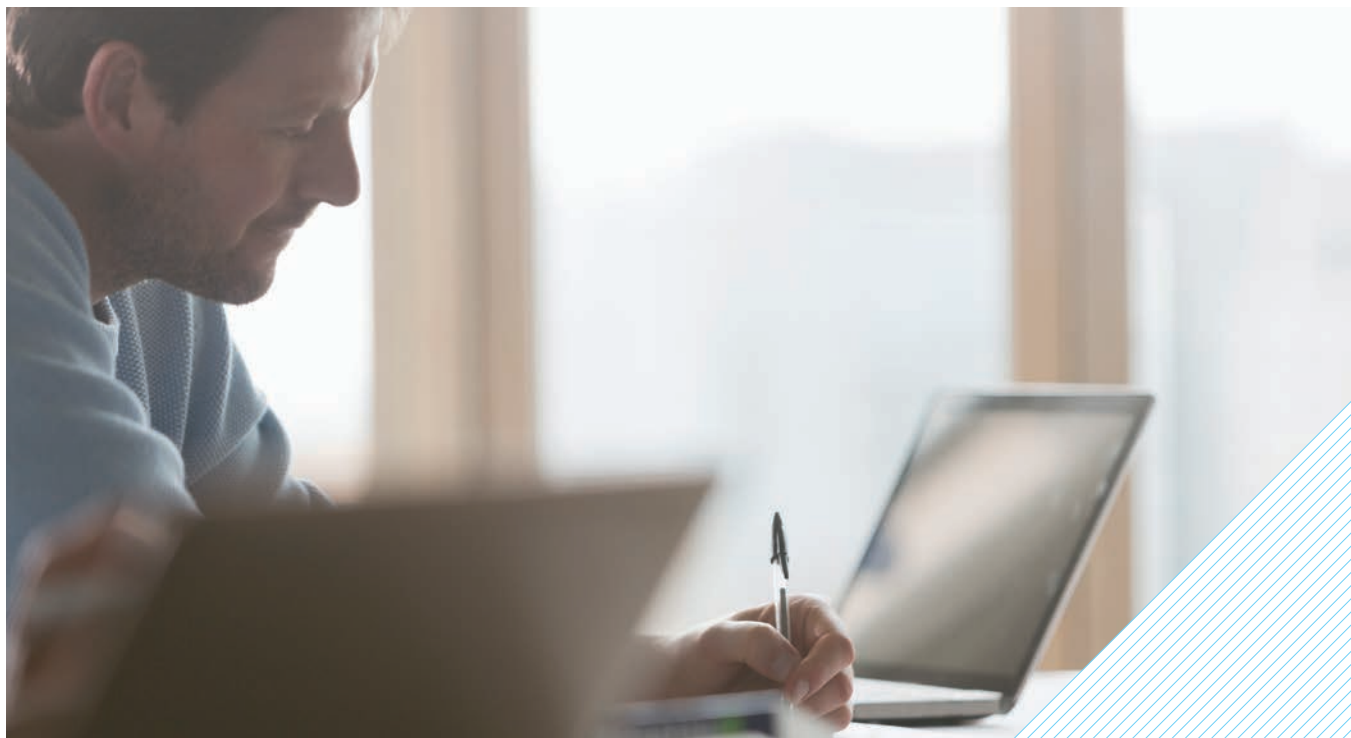
Educational Leadership	■ ■ ■
Early Childhood Education	■ ■ ■
eLearning for Educators	■ ■ ■
Exceptionalities	■ ■ ■
Teaching English to Speakers of Other Languages	■ ■ ■
Gender-Based Violence: From understanding to effective policies and practices	■ ■ ■

SESSION DATES

■ Spring	Online	Apr 20	-	June 3, 2016
■ Summer	Online	July 4	-	July 29, 2016
■ Summer	On-site	July 4	-	July 28, 2016
■ Fall	Online	Sept 28	-	Dec 7, 2016

www.aspire.uwo.ca

SUPPORT FOR COURSE DEVELOPERS



The College regularly hosts educational sessions for course developers. Most provider institutions take full advantage of these workshops and sessions, with a goal of developing AQ courses that are true to the guidelines and best prepare teachers.

For example, recently, Brock University's Centre for Continuing Teacher Education sent 30 course developers to a day-long program at the College office in Toronto. "It's important that our developers and instructors recognize the link between Brock University and the College and have a full understanding of the College's guidelines," says Randy Hill, OCT, curriculum co-ordinator for the centre.

"Working together with the College, we can construct better courses, building

on each other's energy, insight and knowledge," explains Hill. "Education is constantly changing and we find that even our most experienced developers and instructors are reporting that the College's in-service is making a difference in their course work and teaching." He points out that including faculty and sessional developers and instructors in the workshops allows for sharing of expertise in research and practice. "The investment of time and commitment in these workshops will be paid back by the quality and delivery of our AQ courses here at Brock." **AQ**